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ABSTRACT

Gathered from practitioners in Washington state, this resource book contains samples of actual program materials used by teachers of literacy and English as a Second Language. The program materials were gathered from 28 programs in the state and are organized around the three major sections of the Washington state standards for high quality volunteer adult tutoring programs: management, students, and volunteers. In the management section, sample materials provided include the following: program goals and objectives; board member job descriptions, public relations materials, staff job descriptions, staff orientation and training activities; staff evaluation activities; program evaluation input from students, volunteers, staff, and others; and evaluation process activities. Student section samples are as follows: student outreach materials; student goals lists; student self-assessment tools; student program orientation activities; contracts; and student evaluation activities. The volunteers section of the guide contains the following sample program materials: volunteer recruitment materials; program information for prospective volunteers, tutor job descriptions, volunteer orientation and recognition activities, volunteer support contact notices, methods of recording volunteer support contact, and volunteer evaluation tools. (KC)

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# BEST PRACTICES SAMPLES

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A COMPANION TO

## BEST PRACTICES
### A RESOURCE BOOK FOR VOLUNTEER TUTOR PROGRAM COORDINATORS

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

GATHERED FROM

**TWENTY-EIGHT VOLUNTEER TUTOR PROGRAMS**

which have received some funding from the Volunteer Tutor Coordination Program of the Office of Adult Literacy, State Board for Community and Technical Colleges

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COMPILED BY

**TACOMA COMMUNITY HOUSE TRAINING PROJECT**
**WASHINGTON LITERACY**

CE 068 031



This project was made possible through the Adult Education Act (Section 353, PL100-297, Amended by PL102-73) Special Projects and Training Funds administered by the Office of Adult Literacy at State Board for Community and Technical Colleges.

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# INTRODUCTION

If you're looking for a new volunteer recognition idea, trying to get the students in your program more involved in its operations, or looking for a new program facility, we're sure that the thousands of ideas contained in the two companion volumes of **BEST PRACTICES** will instruct and inspire you.

The **BEST PRACTICES SAMPLES** contains copies of actual program materials which supplement some of the elements covered in the companion volume **BEST PRACTICES: A RESOURCE BOOK FOR VOLUNTEER TUTOR PROGRAM COORDINATORS**. This companion book contains composite lists of volunteer tutor management ideas and practices. **SAMPLES** is available on loan from Tacoma Community House Training Project, Washington Literacy, and ABLE Network.

**BEST PRACTICES** is the product of several years of work by people in the volunteer literacy and ESL field in Washington state. In 1991-92, a work group of practitioners from around the state developed the *Elements of Quality*, a set of written standards for quality volunteer adult tutoring programs. In addition to serving as a self-assessment and planning tool, the *Elements* became the criteria for monitoring programs which receive Volunteer Tutor Coordination grant funding from the Office of Adult Literacy, Washington State Board for Community and Technical Colleges.

**BEST PRACTICES** brings together into one reference work the ideas and resources gathered from 28 programs in 1993 during monitoring visits by Tacoma Community House Training Project and Washington Literacy staff. The entire work follows the three major section divisions of Management, Students, and Volunteers found in the *Elements*.

# ACKNOWLEDGEMENTS

**All materials presented in BEST PRACTICES SAMPLES were collected in 1993 from the coordinators of the following programs:**

**Adult Literacy Project - Tacoma Community House** ..... Bob Strobe*
Tacoma
**Bellevue Community College** ..... Judy Potter
Bellevue
**Catholic Community Services** ..... Ella Rosana
Seattle
**Clark College** ..... Linda Optiz
Vancouver
**Eastside Literacy Council** ..... Andy Brown
Bellevue
**Grant / Adams Literacy Coalition** ..... Jean Staab
Moses Lake
**Highline Community College** ..... Patty Worthington
DesMoines
**Lewis-Clark Valley Literacy** ..... Anne Narramore
Clarkston
**Lewis County Literacy - Centralia College** ..... Sandy Crowell
Centralia
**Literacy Action Center** ..... Anne Helmholtz
Seattle
**Literacy Council of Kitsap** ..... Helen Achterman
Bremerton
**Mason County Literacy** ..... Lynn Busacca
Shelton
**Outreach Read - Lower Columbia College** ..... Lynnette Johnson
Longview
**Peninsula Adult Literacy Services** ..... Victoria Lincoln
Port Angeles
**Project READ of Walla Walla** ..... Jim Rowan
Walla Walla
**Read to Succeed - NE Washington Rural Resources** ..... Rodney VanAlyne
Colville
**Refugee / Immigrant Service Center** ..... Carol DeMent
Olympia
**Refugee Women's Alliance** ..... Sue Wilkes
Seattle
**St. James Refugee Program** ..... Jennifer George-Heilman
Seattle
**Skagit Valley Literacy Council** ..... Jenene Gibbs
Mt. Vernon
**Snohomish County Literacy Coalition** ..... Karen Davies
Everett
**South King County Multiservice Center** ..... Stephanie Boschee
Federal Way
**Southwest Seattle Literacy Coalition** ..... Donna O'Leary
Seattle
**Thurston County Literacy Network** ..... Rena Miles
Olympia
**Wenatchee Valley Literacy Council** ..... Susan Kidd
Wenatchee
**Whatcom Literacy Council** ..... Wilma Totten
Bellingham
**Yakima Valley Community College** ..... Mary Brunelle
Yakima

*This list contains names of current coordinators in June 1994.

# PROGRAM GOALS AND OBJECTIVES

Increase the professionalism and retention of tutors by developing and implementing a Master tutor training system which recognizes excellence in tutoring and provides a structured training path for acquiring and updating teaching skills.

| OBJECTIVES | TARGET DATES |
|---|---|
| Develop & Implement the Master Tutor Program | June |
| Coordinate & Implement 2 joint local all-day training event with guest trainers | June |
| Maintain Quarterly Trainings & Inservices for R.C tutors. | June |
| Revise the Cultural Orientation to reflect new Center clientele | January |

Refugee / Immigrant Service Center

1993 Public Relations Strategic Objective: Increase the visibility of the Literacy Council in Kitsap County.

1993 Public Relations Goals:

(a) Give at least one presentation on literacy to each Chamber of Commerce in Kitsap County during 1993, and have at least one contact with each major service organization in Kitsap County during 1993.

(b) Meet at least six times during 1993 with local electronic media contacts for the purpose of integrating electronic media into Literacy Council programs.

(c) Involve 30 corporations in Literacy Council programs and events during 1993.

(d) Integrate at least three Literacy Council events/programs with national campaigns during 1993.

(e) Have at least monthly contact with elected officials at the city, county and state levels to promote literacy programs and awareness.

(f) Create a database of potential supporters of the Literacy Council by April 1993, a plan for a major campaign May 1993, and implement the plan by July 1993, with a completion date of August 31, 1993.

(g) Place at least 12 major stories in local media during 1993.

(h) Continue the Literacy Council's annual special events.

Literacy Council of Kitsap



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GOAL 2.0 Improve the quality of tutor instruction and coordination of services throughout the adult literacy project

Objectives

2.1 Contact tutors on a monthly basis to discuss student progress, materials, problems or resources

2.2 Meet with tutors and students every three months to retest for progress or set new goals for the student

2.3 Increase volunteer tutor commitment from 3 months to 6 months

2.4 Increase commitment for college student volunteer tutors from 1 semester to 1 school year

2.5 Plan and execute 3 inservice opportunities for tutors, including a Saturday workshop with 15-20 offerings

2.6 Review and revise the tutor training

2.7 Develop a tutor observation process that tutors can request

2.8 Involve tutors in setting yearly goals

# BOARD MEMBER JOB DESCRIPTIONS

## St. James Refugee Program
### Job Description

| | |
|---|---|
| Title: | Chair: SJRP Advisory Board |
| Goal/Overview: | To provide leadership and facilitation for Advisory Board. |
| Duties: | All those of regular Board member plus;<br>Be responsible for organizing monthly agenda-- this will entail maintaining open lines of communication with SJRP Program Coordinator and committee heads,<br>Conduct Board meetings, including:<br>start and end meetings on time,<br>introduce guests,<br>follow agenda,<br>request evaluation at end of meeting,<br>Delegate tasks/assignments to individuals or committees where appropriate,<br>Follow up on delegated tasks to ensure that they are being dealt with in an adequate way,<br>Ensuring that note taker is sending out appropriate materials in a timely manner,<br>Be responsible, with Pastoral Associate for Social Outreach, for keeping the St. James staff aware of Board activities, |
| Qualifications: | Maintain an enthusiasm for carrying a leadership role,<br>Demonstrate ability to facilitate group discussion, including:<br>shows sensitivity to all ideas<br>shows an ability to listen objectively to differing viewpoints,<br>shows fairness to all Board members, |
| Time Commitment: | 1 year. This will consist of monthly Board meetings (2 hours), except in July, August and December, and preparatory work between meetings (2-4 hours). |
| Other Notes: | The Board Chair will not serve on one of the standing committees so that greater attention can be given to this position.<br><br>It is possible that a co-chair could share the leadership role during the Chair's term. |

## ADVISORY COMMITTEE JOB DESCRIPTION

**Purpose:**
As knowledgeable members of the Community served by the Adult Literacy Program, the Advisory Committee will augment the human, fiscal and community resources required to enable or enhance the capacity of the organization.

**Qualifications:**
1. Committee members need to have a sincere interest in the cause of improving literacy skills for adults.
2. Committee members will possess in Group Communicaitons, Cross Cultural Understanding, fund raising, grant writing, problem solving and public relations.
3. Committee are able to attend meetings, exude qualities of leadership, diversificaiton and support the goals of the Adult Literacy Program.

**Duties**
1. To attend an orientation offered by the Literacy Program that defines current goals and philosophies.
2. To attend and actively participate in discussions in support of the Literacy Program.
3. To encourage on-going support of the program by the administrators of South Central School District and the City of Tukwila.
4 To serve as advisors for the Program and to act as liaisons to the Community.
5. To obtain additional members for the Committee and as growth permits, subdivide into specific task committee..
6. To provide program.evaluation, goals and objectives both long and short term.

**Commitment:**
Minimum of one year from start of service. Regular attendance of monthly meetings required is two hours. Additional activities will vary.

## St. James Refugee Program
### Job Description

| | |
|---|---|
| Title: | Member: SJRP Advisory Board |
| Goal/Overview: | Provide leadership and guidance in long-term planning, financial management, public relations and program development for SJRP |
| Duties: | Attend regular Board meetings,<br>Review, evaluate and recommend SJRP policy, programs, staffing policies, budget and mission,<br>Create long-term planning structure based on evaluation,<br>Make recommendations, when appropriate, to SJRP staff and St. James Pastor,<br>Participate on one committee to focus on a particular aspect of SJRP, or participate in Board leadership,<br>Participate in SJRP activities that result from Board decisions,<br>Attend an annual planning retreat,<br>Attend board development training sessions when offered. |
| Qualifications: | Demonstrate an interest in refugee and literacy concerns,<br>Be aware of philosophy and programs of SJRP,<br>Be familiar with purpose of Advisory Board as well as how it fits in to St. James parish structure,<br>Have skills in areas such as group organizing, fund raising, public relations, financial planning, program planning and development,<br>Enjoy participating in a leadership role,<br>Possess the ability to maintain an individual point of view within a group setting and also be able to support the group decision-making process,<br>Display a marked enthusiasm for, and commitment to, Board goals and decisions,<br>Possess a large degree of flexibility and good humor, especially during the Board's start-up period. |
| Time Commitment: | Minimum 1 year. This period will consist of monthly Board meetings (2 hours) except in July, August and December and monthly committee work in between meetings (2-4 hours). |
| Responsible to: | SJRP Advisory Board Chair. |
| Other Notes: | The Advisory Board will play a vital role in the ongoing development of SJRP. This is a unique opportunity to be influential in the growth of an important and dynamic program! |

## St. James Refugee Program
### Job Description

| | |
|---|---|
| Title: | Consultant: SJRP Advisory Board |
| Goal/Overview: | To provide information and unique insights to Advisory Board. |
| Duties: | The Advisory Board Consultant will be a resource to the Board in issues that need clarification from a long-term perspective. This role is especially important in regards to the new Board members who are unfamiliar with the St. James Refugee Program. The Consultant will bring an awareness of the growth, changing focus and the ongoing development of SJRP to the Board.<br><br>The Consultant will be available for individual consultation with Board members who need to learn about the historical development of a particular program or activity of SJRP. |
| Time Commitment: | Ongoing. Time commitment will depend upon the changing needs of Board Members to be educated in various issues. Meetings with the Consultant will scheduled as needed by individuals on the Advisory Board.<br><br>The Consultant will not attend monthly Board meetings. |
| Other Notes: | The Consultant will be an important and singular resource for the Advisory Board. Because the only way that the Advisory Board will be able to make plans for SJRP's future (knowing where it is going) is by understanding it's past (knowing where it has come from), the Consultant will be a valuable addition to the Advisory Board team in planning for the continuing growth of the program. |

## LEWIS-CLARK VALLEY LITERACY COUNCIL
## COMMUNITY-BASED FUND RAISING BOARD MEMBER

### POSITION DESCRIPTION

| | |
|---|---|
| **TITLE:** | Fund Raising Board Member |
| **POSITION INFORMATION:** | Requires a dedicated community member with abstract and creative abilities to assist in fund raising projects that will further our goal to provide and promote an adult literacy program. |
| **GOAL:** | To raise operating funds for the L/C Valley Literacy Council program. |
| **DUTIES:** | To collaborate with the Executive Director and LCVLC Board members to develop a fund raising and public relations strategy that informs and educates the public about the purpose of the events as they pertain to the mission, role, and services of the Literacy Council.<br><br>To establish officers and committees.<br><br>To act as a separate entity from the LCVLC Executive Board with one member serving as a liaison between the Fund Raising Board and the Executive Board.<br><br>To attend board orientation and training.<br><br>To attend regular meetings.<br><br>To be responsible for organizing, planning, and implementing the annual Corporate Bee for Literacy held in the spring.<br><br>To identify and develop another annual fund raiser.<br><br>To provide progress reports to Executive Director and LCVLC Board members on fund raising strategies. |
| **QUALIFICATIONS:** | Commitment of time necessary to fulfill the goals of this position. |
| **ORGANIZATIONAL RELATIONSHIPS:** | A thorough understanding and support of the Literacy Council's mission is essential since the Community Based Fund Raising Board Member is considered an ambassador for the LCVLC.<br><br>The Board assists in making external contacts to ensure the success of special events.<br><br>The Fund Raising Board serves as a resource to the Executive Board and the community. |
| **TIME COMMITMENT:** | Preferably a two-year term. |

## POSITION DESCRIPTION

The Whatcom Literacy Council exists to teach adult in Whatcom County to read, write, and speak English. It is a non-profit, United Way funded organization, also funded by State grants and fund-raising events. The Board, through its president, oversees and Executive Director who is responsible for recruitment and training of approximately _____ volunteer tutors a year. Since its inception in 1978, literacy services have been provided to _____ individuals.

Title: Volunteer Board Members; Board consist of fifteen (15) members.

Summary: Provide policy, administrative direction, and support for the Whatcom Literacy Council, assist in fund raising activities, and serve on one of the five committees--Finance, Fund Raising, Nominating, Public Relations, Personnel, and Planning.

Term: Three 3 ~~Five (5)~~ year appointments, or less if assuming another member's unexpired term. Board members may be reappointed to two consecutive five-year terms.

Committees: Within the first three months of your appointment, you will be assigned to a standing and/or ad hoc committee. The committees address issues and make recommendations to the Board.

Activities: Board Meetings - Members attend monthly scheduled meetings set by the Board which presently meets the fourth Tuesday of each month from 5:00 PM to 6:30 PM. Regular attendance ensures effective operation of the Board.

Annual Retreat - Board member attend an annual, one-day retreat to review past activities and plan for the organizations's future.

Volunteer Orientation - Board members are encouraged to attend annual orientation meetings for volunteer tutors, usually held the second week in September under the direction of the Executive Director.

Annual Spelling Bee - Board member are expected to assist with the annual Corporate Spelling Bee. Board members sell or purchase $100 worth of tickets for the spelling bee.

Volunteer Recognition Event - Board members are encouraged to attend a special event honoring volunteers once a year.

Fund Raising Projects - Each Board member is encouraged to participate in all fund raising activities.

Officers: The Board officer positions are President, Vice President, Secretary, and Treasurer. Board members are not required to be officers.

THE BOARD OF DIRECTORS OF THE SKAGIT VALLEY LITERACY COUNCIL IS A VOLUNTEER BOARD WITH RESPONSIBILITIES IN THE FOLLOWING AREAS:

GOVERNANCE

1. DETERMINES AND SUPPORTS THE ORGANIZATION'S MISSION AND PURPOSE
2. APPROVES AND IMPLEMENTS POLICIES, PROGRAMS AND BUDGETS.
3. REVIEWS BYLAWS
4. DEVELOPS JOB DESCRIPTIONS FOR BOARD OFFICERS, STAFF AND VOLUNTEERS.
5. RECRUITS AND ELECTS MEMBERS TO THE BOARD.
6. ELECTS OFFICERS OF THE BOARD.

PROGRAM

1. INSURES THAT THE PROGRAM HAS HAS RECRUITMENT AND INTAKE SYSTEMS IN PLACE FOR CLIENTS AND VOLUNTEERS.
2. INSURES THAT REGULAR TRAINING FOR TUTORS IS AVAILABLE.
3. INSURES THAT THERE IS A RECORD KEEPING SYSTEM IS IN PLACE.
4. INSURES THAT THE COUNCIL MAINTAINS AN UP TO DATE LIBRARY OF BOOKS AND MATERIALS FOR THE USE OF THE CLIENTS AND TUTORS.
5. PLANS ANNUAL RECOGNITION EVENTS.

LEGAL DOCUMENTS/DOCUMENTATION

1. ESTABLISHES POLICIES FOR MAINTAINING APPROPRIATE LEVELS OF CONFIDENTIALITY.
2. KEEPS FILE OF SIGNED BOARD MINUTES.
3. KEEPS RECORDS INDICATING INCORPORATION, NON-PROFIT STATUS, AND TAX-EXEMPT STATUS.

PLANNING AND EVALUATION.

1. SETS LONG AND SHORT TERM GOALS FOR PROGRAM.
2. ASSESSES AND EVALUATES THE PERFORMANCE OF THE BOARD AND THE STAFF.
3. REVIEWS THE PROGRESS OF THE PROGRAM.

RESOURCE DEVELOPMENT

1. APPROVES ANNUAL BUDGET.
2. ENSURES ADEQUATE RESOURCES TO ACCOMPLISH THE COUNCIL'S MISSION.
3. IS ACTIVELY INVOLVED IN IDENTIFYING AND SOLICITING RESOURCES.
4. MONITORS FINANCIAL EXPENDITURES.
5. INSURES THAT FINANCIAL RECORDS ARE COMPLETE.

PERSONNEL

1. SELECTS AND HIRES PROGRAM DIRECTOR.
2. APPROVES THE SELECTION AND HIRING OF OTHER PAID STAFF.
3. SUPPORTS THE ADMINISTRATOR, AND MAINTAINS A PROPER RELATIONSHIP WITH THE STAFF.

COMMITMENT

EACH BOARD MEMBER:

1. MUST BE COMMITTED TO VOLUNTEERING TIME, TALENT AND MONEY TO THE CAUSE OF FIGHTING ILLITERACY IN SKAGIT COUNTY.
2. MUST BE WILLING TO ATTEND REGULARLY SCHEDULED MEETINGS.
3. IS STRONGLY URGED TO ATTEND THE ANNUAL GENERAL MEETING/RECOGNITION EVENT HELD IN OCT.
4. MUST BE WILLING TO SERVE ON A COMMITTEE.
5. IS ENCOURAGED TO DONATE MONEY/SERVICES TO THE COUNCIL AS HE/SHE IS ABLE.



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## ELC Standing Committees - 1993/4

**Executive Committee**

Membership:

President (chair), current officers, past president

Responsibilities:

Board organization, operations and effectiveness
Legal issues
Board meeting and annual retreat agenda
Annual calendar
Liaison with other boards (Washington Literacy, United Way, etc.)
Staff pay and benefits
Program evaluation

**Planning & Operations Committee**

Membership:

Board member(s), volunteer(s), tutor(s)

Responsibilities:

Mission, goals and objectives development
Long range planning
Strategic planning (assist exec. director and standing committees)
Annual board retreat agenda (in association with Executive Committee)

**Nominating Committee**

Membership:

past presidents, board member(s)

Responsibilities:

Board member recruiting & orientation
Board development and training
Succession planning

**Fund Raising Committee**

Membership:

Board member(s), key volunteer(s0 student(s)

Responsibilities:

Fund raising strategies, planning and training
Annual campaign
Illumina Auction
Grant coordination with other activities (asset exec. director)
Special fund raising events & programs

**Finance Committee**

Membership:

Treasurer (chair), bookkeeper, board member(s)

Responsibilities:

Fiscal oversight and control
Oversight of accounting, reporting and auditing
Insurance issues

**Public Relations Committee**

Membership:

Board member(s), student(s), volunteer(s)

Responsibilities:

PR strategies and planning
Speakers bureau
Special promotions

Note: The Executive Director is an ex-officio member of all standing committees and attends all meetings

## Responsibilities and Functions of an Advisory Board

**Planning:**
Board members establish the mission, goals objectives and assist in program organization through long and short range planning. The board is responsible for evaluating (with staff) the organization's activities, according or the annual and long-range plans.

**Financial Solvency:**
The board must make sure the organization has the necessary funds to carry our the program's plans. This includes contributions, grants, fund raising (events) and in-kind donations.

**Community/Public Relations**
As part of annual and long-range plans, board members carry out systematic community relation activities. Individual directors network with other community leaders, using personal contacts to promote understanding of the work of the literacy organization. Board members serve as "ambassadors", advocating on our program's behalf.

**Program**
The board members are responsible for assuring the the organizaiton's activities fall within the scope of volunteer's literacy's mission. The board will ensure that the program is run according to accepted national and local standards.

**Leadership Development:**
The board develops standards for its own board members and replaces members as the move off the board. The board identifies membership needs, separate from the programs, and recruits, orients and trains its participants.

**Committee Structure**
The board sets its own structure to accomplish its responsibilities and members serve in committees through self-selection and appointment by board-chair.

Adapted from *Board Orientation, Training Design Handbook (1987)*
Literacy Volunteers of America

# BOARD COMMITTEES

While the following committees will be coordinating efforts in the various areas, the full Advisory Board will need to support their activities when appropriate (ie. during a fund raising drive).

## Finance

to review the Annual Budget as created by the Program Coordinator, evaluating cost-effectiveness of SJRP programs and expenses,
to plan and implement ways to financially support both the year and the long-range plans as decided upon by the full Board,
to project financial needs for future,
to think about how new moneys could be utilized.

## Program

to evaluate activities of SJRP using Quality Program Standards,
to make recommendations about implementing new programs or projects that are in accord with Board plans,
to act as a resource to SJRP Coordinator about programming decisions that require a group decision.

## Community Outreach/Fund Raising

to represent SJRP to the Seattle community,
to make contacts that may be beneficial to SJRP in terms of soliciting resources, volunteers or agency affiliations,

to design and implement one fund raising event to generate resources in accordance with full Board plans and projections of the Finance Committee,

# PUBLIC RELATIONS MATERIALS

MASON COUNTY LITERACY
P.O. Box H
Shelton, WA 98584

## OUR MISSION

The purpose of Mason County Literacy is to provide individual access to quality literacy services in Mason County. People who want to help are connected with those who need to improve their reading in order to function on the job, at home and in society.

MCL provides a vital link in the community. Volunteers assist school districts, community colleges, social service agencies, correctional systems, businesses and individuals by providing one-on-one tutoring for adults and youth who want to improve their basic skills.

MCL is a non-profit organization that recruits, trains and supports volunteer tutors, carefully placing them with literacy students who pay no fees for this service. These efforts are funded by the United Way, local service clubs, government grants and private donations.

*"It is better to light one candle than to curse the darkness."*
The Christopher Society

United Way
Mason County

e out of
Americans
t read
e directions:

*Help People Succeed: Teach Them To Read*

***MASON COUNTY LITERACY***

P.O. Box H • Shelton, [illegible] 98584
(206) 426-97[illegible]

Mason County Literacy



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Mason County Literacy

Section 3

## THE NEED

*You use the printed word every day of your life.*

*Imagine yourself a nonreader.*

*You cannot read*

- Safety signs at work
- The want ads
- Driver's Manual
- A menu
- The instructions on a prescription label
- A book your child brings home from school

*This is the world of the nonreader. In the words of our students:*

"I have to ask my buddy at work to read the work orders for me."

"I have never bought birthday cards for my wife or kids . . . I just can't read what they say."

## THE SOLUTION

*How you can help*

"It is wonderful to help another human being learn to read and to watch the transformation from a poor self-image to one of *I can do it!*"
MCL Tutor

- *Refer someone to MCL for help.*
- *Educate yourself and others on the value of reading.*
- *Activate your talents and skills!* Join us in building a better community, and experience the joy of helping another person.
- *Dedicate a portion of your resources:*
  - Become a volunteer tutor.
  - Volunteer in another capacity. MCL needs office help, public speakers, grantwriters, etc.
  - Contribute financially. Write a personal check or host a fundraiser.

*I would like to become a part of this community effort!*

☐☐☐ ☐

I'm interested in becoming a tutor.
I'd like to be an organizational volunteer.
I don't have the time to tutor, but please accept my tax deductible donation of
☐ $100 ☐ $50 ☐ $25. ☐ other enclosed
I would like more information about your program.

NAME _____ PHONE _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

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*"Clearly this is not a time for complacency when our most recent literacy assessment of young adults tells us that only 27% could interpret a lengthy feature story in a newspaper.*

*28% were unable to write a letter to state that an error had been made in billing."*

**William J. Bennett**
*Secretary of Education*
*1988*

*"We've got to set a goal to eliminate illiteracy and we can do it by the year 2000. If we do, nobody will lay a glove on us. If we do, we're going to have more jobs, more growth, more income, better jobs, cleaner jobs, and safer jobs, and more excited people than any country in the world."*

**William E. Brock**
*Secretary of Labor*
*Workforce 2000*
*1987*

*"No issue is as critical to the future of America as illiteracy in the workforce. We simply cannot allow this nation to enter the 21st century without a literate, skilled, and flexible workforce."*

**James E. Duffy**
*President of Communications*
*ABC Broadcast and Network Divisions*
*Capital Cities/ABC, Inc.*
*1988*

## LITERACY FOR A MORE PRODUCTIVE WORKFORCE

**Snohomish County Literacy Coalition**
801 Wetmore
Everett, WA 98201
(206)388-9539

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## Facts of Illiteracy

The quantity of printed information is doubling every five years.

23 million American adults cannot read above a fifth grade level.

Washington State has an illiterate population of 465,000 with one out of seven adults being functionally illiterate.

In Snohomish County an estimated 60,000 adults cannot read at a functional level.

Seventy-five percent of today's jobs require twelfth grade reading skills.

Adult illiteracy costs the nation an estimated $225 billion annually through

- *errors*
- *low productivity*
- *poor product quality*
- *workplace accidents*
- *damage to equipment*
- *absenteeism*
- *lost production time*
- *lost supervisory time*
- *lost customers*

**Consider that reading in today's world requires . . . .**

an 8th grade reading level for frozen TV dinner instructions

a 10th grade level for aspirin bottle instructions

an 11th grade level for the Washington State driver's manual,

a 12th grade level for insurance policies and contracts

## A Literacy Partnership

Business can take steps to improve literacy levels in its workforce.

Identify potential literacy students in the workforce.

Encourage and support employees who join a literacy program.

Encourage employees to serve as volunteers in local literacy programs.

Provide in-kind support and services to local literacy programs such as tutoring space, equipment, printing services, business advice and expertise.

Write an article relating to literacy for your company publication.

Make financial contributions to local literacy programs to enable them to maintain and expand their services.

Become a literacy role model in the business community.

Take time now to contact the Snohomish County Literacy Coalition for more information and ideas.

**388-9539**

## Getting the Job Done

The Snohomish County Literacy Coalition is working together with business to address the learning needs of the workforce. We can ...

- *assist in identifying potential learners.*
- *assess reading levels of written communications in the workplace.*
- *develop reading programs using on-the-job materials.*
- *provide trained tutors for confidential one-to-one tutoring.*
- *set up on-site basic adult education classes.*
- *provide sensitivity training for staff and management.*
- *set up on-site English-as-a-Second-Language classes.*
- *provide training for employees to become tutors.*

**The Snohomish County Literacy Coalition and its affiliates,**

Everett Community College

Edmonds Community College

Sno-Isle Literacy Council

**are ready to help you get the job done.**



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## HOW YOU CAN HELP!



You qualify as a tutor if you can:

- read and write English.
- volunteer a few hours each week.
- attend a 10-12 hour workshop to learn how to tutor.

Tax deductible donations from individuals, service clubs, and corporations will support our community problem. As little as $5.00 will buy enough materials for a student.

For more information call:
(509) 662-1651
Ext. 2160

Literacy LASTS

"Literacy – a gift we give to last a lifetime"

WENATCHEE VALLEY LITERACY COUNCIL
(300 Fifth Street
Wenatchee, WA 98801)

**WENATCHEE VALLEY LITERACY COUNCIL**



Wenatchee Valley Literacy Council



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"a community response to a community problem"

## DID YOU KNOW . . .

- One in five adults — over 27 million Americans — cannot read.
- More than 10,000 functionally illiterate adults live in Chelan & Douglas counties.

These adults cannot read well enough to fill out simple forms or read labels, menus, signs, directions for taking medication or a book brought home from school by a third grader.

Illiteracy costs more than 100 billion dollars per year for welfare, unemployment, the prison system and related social services. There is no way to measure the cost of broken lives and wasted human potential.

## WHO ARE WE . . . .

Wenatchee Valley Literacy Council is a community non-profit organization dedicated to promoting and advocating literacy throughout the comunities of our valley. The Council provides free, confidential literacy services to functionally illiterate adults using trained volunteers.

Services provided include:

Tutoring in basic skills
- Student evaluation and placement
- Certified tutor training
- Special library/learning centers
- Public awareness seminars
- Information & referral
- Research & development of special literacy projects

## SUCCESS . . . .

Every person who becomes involved in the literacy program leaves with some degree of success. Many students come in for assistance on a specific project, (a job application, driver's license, work-related forms, etc.) then stay because they want to learn more. A few students even go on to higher education. Some students leave after getting the skills they desired. Everyone has their own agenda.

The literacy council strives to tailor its program to meet the needs of each individual.

Communicating thoughts and feelings through the written word brings pleasure.

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## Why Is Literacy So Important?

Literacy guarantees access to:

- **Power**
  - Personal power of self-esteem
  - Economic power of better jobs
  - Political power of becoming an informed citizen
- **Knowledge**
  - Finding answers to everyday problems
  - Forming a personal point of view
  - Expanding the perspective of the world
- **Status**
  - Leadership roles and status are offered to the educated
  - Families who value literacy gain status by being more stable and secure
  - The educated gain respect and status in the community
- **Pleasure**
  - Communicating thoughts and feelings through the written word brings pleasure
  - Sharing by reading and writing to others bring pleasure and fulfillment

Illiteracy is the highest form of censorship. If we believe in constitutional rights we must as a community promote and advocate for "literacy and justice for all."

## Eastside Literacy Council

Eastside Literacy Council (ELC) is a private community non-profit organization dedicated to promoting and advocating for literacy throughout the communities of the Eastside. It provides free, confidential literacy services to functionally illiterate adults and youth using trained, certified volunteers.

The Council operates two learning centers; one in Bellevue and one in Snoqualmie. ELC serves more than 400 students per year.

Services provided include:

- Student evaluation and placement
- Free and confidential tutoring in basic skills
- Small group classes
- Computer learning labs
- Certified tutor training
- Special library/learning centers
- Public awareness seminars
- Family literacy project
- Workplace literacy consulting
- Information and referral
- Research and development of special literacy projects

Eastside Literacy Council

For more information call:
EASTSIDE LITERACY COUNCIL
Earth Building
1805 136th Place NE
Bellevue, WA 98005
643-1912
1-800-870-1912

Literacy Lasts

A Community Campaign to Promote Literacy

Sponsored by
Eastside Literacy Council

## Campaign Overview...

The mission of the campaign is: to encourage literacy as a lifetime endeavor; to promote the Family Literacy Project; to heighten public awareness about literacy issues; and to raise funds to support the Learning Centers in Bellevue and Snoqualmie.

The ability to read and a love of learning are passed down from parent to child as family values. Unfortunately, illiteracy is passed down as well. In fact, parents who are illiterate are twice as likely to raise children who are illiterate.

ELC seeks to end this cycle of illiteracy by changing intergenerational patterns and to reach 25% more of those who need literacy skills.

## Making It Happen...

"Literacy Lasts" has a campaign goal of $100,000 for 1992-93 to help support the efforts of Eastside Literacy Council. Funds raised in the campaign will support:

- Learning Centers in Bellevue and Snoqualmie that provide staff and resources for the program.
- The Family Literacy Project that targets parents of disadvantaged children. Story-Time is a program that provides free books for kids and gives them an opportunity to hear stories read to them as well.
- Research and development of special literacy projects such as workforce literacy, drop-out prevention, etc..
- Awareness activities that identify and recruit adults into the programs; educate the community about the problems associated with illiteracy; offer solutions as a community response to a community problem.

## How You Can Help...

- Become an advocate for literacy. Tell your friends, neighbors and politicians that literacy is important to you and the community and why.
- Learn about the issues. Governments and media lament the problem constantly. If the problem is so pervasive, why are they not doing more?
- Know what kinds of services are available. Refer someone to ELC for help or volunteer your time.
- Support the Council's efforts to reach out to the community. Provide a forum in your company or organization to discuss the issues and solutions.
- Host a fundraiser for ELC. Invite your friends and co-workers to help support literacy.

## Campaign Opportunities...

Please fill out this form and mail it to:

EASTSIDE LITERACY COUNCIL
Earth Building
1805 136th Place NE
Bellevue, WA 98005

Call: 643-1912
or 1-800-870-1912

. . . . . .

Name:_____

Address:_____

_____

Phone:_____

- ☐ How may I refer a non-reader to ELC?
- ☐ I am enclosing a tax deductible donation.
- ☐ I would like to volunteer as a tutor.
- ☐ I would like to volunteer in other ways.
- ☐ I would like for my club, organization or business to get involved.
- ☐ I would like more information.

# What Lewis County LITERACY can do for you

- Provide confidential one-on-one tutoring in basic reading
- Tutor those who don't speak English
- Assist adults returning to school for G.E.D.s
- Assist with registration and information about basic skills classes
- Provide service learning opportunities for high school and college students through S.A.I.L. (Students Active in Literacy)
- Provide tutor training for academic credit
- Assist at-risk youth and juvenile offenders
- Serve as a resource for literacy information

Literacy Services
Centralia College
Phoenix Center, 600 W. Locust,
Centralia, WA 98531
(206) 736-9391, ext. 382
East County, 496-5022

# What YOU can do for literacy in Lewis County

- Refer someone who wants help with reading or speaking English
- Volunteer to be a tutor
- Support literacy fund-raisers, such as the Bee-A-Reader Spelling Bee
- Encourage students to volunteer for SAIL (Students Active in Literacy)

Literacy Services
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Centralia, WA 98531
(206) 736-9391, ext. 382
East County, 496-5022

## Why Is Literacy So Important?

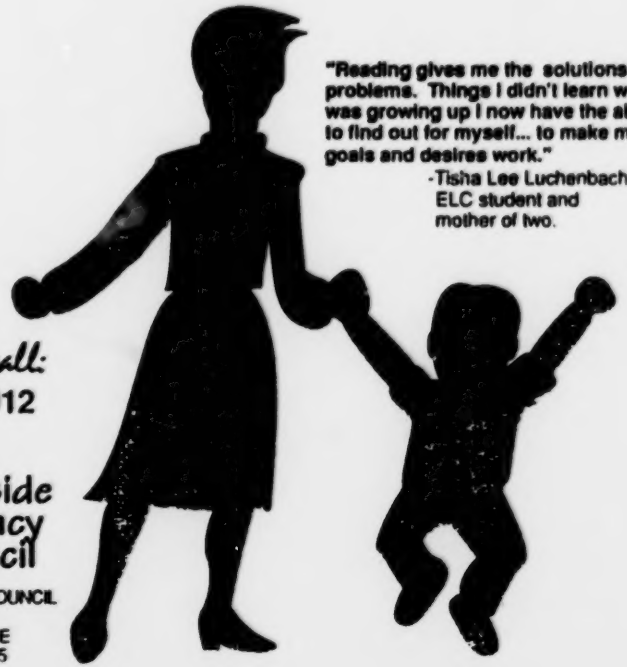
Literacy can help you gain:

- **Power**
  - Personal power of self-esteem
  - Economic power of better jobs
  - Political power of becoming an informed citizen
- **Knowledge**
  - Finding answers to everyday problems
  - Forming a personal point of view
  - Expanding the perspective of the world
- **Status**
  - Leadership roles and status are offered to the educated
  - Families who value literacy gain status by being more stable and secure
  - The educated gain respect and status in the community
- **Pleasure**
  - Communicating thoughts and feelings through the written word brings pleasure
  - Sharing by reading and writing to others bring pleasure and self fulfillment
  - Becoming part of your family's continuing education brings pleasure.

A Community Campaign to Promote Literacy

Sponsored by Eastside Literacy Council

family literacy



**"Reading gives me the solutions to my problems. Things I didn't learn when I was growing up I now have the ability to find out for myself... to make my goals and desires work."**

-Tisha Lee Luchenbach
ELC student and mother of two.

*For more information call:*

**1-800-870-1912**

Eastside Literacy Council

EASTSIDE LITERACY COUNCIL
Earth Building
1805 136th Place NE
Bellevue, WA 98005
(206) 643-19

Family Literacy

## Family Literacy Services for Families:

- The Book Bank at DSHS
- Storytime at DSHS, Crossroads Community Center and Holy Innocents Church in Duvall

## What is Eastside Literacy Council?

ELC is not a school. It is a place for people to meet, use the library and learn what they wish in any way they wish. It provides free, confidential literacy services to adults and youth using trained, certified volunteers.

## The Family Literacy Mission

Our mission is not only to teach someone to read, but to assist our friends and families to become more literate, participating, empowered, self-reliant, and knowledgeable. There is no "them," only "us."

## Family Literacy Services for Parents:

- Student evaluation and placement
- Free and confidential tutoring
- GED preparation
- Small group classes
- Computer learning labs
- Special library/learning centers
- Information and referral

Eastside Literacy Council

## JOIN THE COALITION

**"A LITERATE AMERICA IS A GOOD INVESTMENT."**

The Lower Columbia Literacy Coalition was formed by a group of concerned citizens to plan, coordinate, and publicize adult literacy programs and services in Cowlitz, Wahkiakum, and Columbia counties.

Membership in the Coalition is open to interested individuals residing within Cowlitz and Wahkiakum counties in Washington and Columbia County in Oregon. Organizations and agencies located in the three counties who wish to support and/or participate in the LCLC literacy efforts may designate a representative to serve on the Coalition.

LCLC needs volunteers to work as tutors, to assist in publicizing literacy programs, to help with the ongoing assessment of literacy needs in this area, to serve on the speakers' bureau and to recruit learners. LCLC needs dedicated and well-informed citizens to be strong advocates for literacy efforts in the Lower Columbia area.

**YOU CAN HELP!**

**LITERACY . . .**
**A Good Investment**

Lower Columbia Literacy Coalition
P.O. Box 2554
Longview, WA 98632

The printing of the LCLC brochures was made possible by donations from ALTRUSA and U.S. BANK. 2/89

# *Lower Columbia Literacy Coalition*

**A Coordinating Council For Literacy Services For The Lower Columbia Area**

**-PROGRAM INFORMATION-**

**-LEARNER REFERRALS-**

**-SPEAKERS' BUREAU-**

**-VOLUNTEER RECRUITMENT-**

**LITERACY . . .**
**A Good Investment**

**For additional information, call LCLC at 577-3380.**

P.O. Box 2554 • Longview, WA 98632

## LEARN ABOUT LITERACY

Jtieoprkd, ghtpiowq, dss Thiensjwbe!

Confused? This is how thousands of adults feel every time they encounter the printed word.

Twenty-seven million Americans are functionally illiterate; they cannot read a label on a medicine bottle or address an envelope. Another 46 million are marginally illiterate; they cannot complete a job application alone or pass a written test. In hiding their problem, they may endanger themselves and others because they often cannot read warning signs on equipment or highways.

Illiteracy, a frequent contributing cause of unemployment, poverty, delinquency, and social isolation, is a serious national and local problem, and on an individual basis, it is even more devastating as a human tragedy for those concerned.

This invisible minority of Americans who can't read, write, or compete is not hidden away in urban shelters or at rural whistle stops. They are all around us. They are not only the homeless, the jobless, and the disenfranchised; they are also our neighbors, co-workers, and friends.

**LITERACY . . .**
**A Good Investment**

## SUPPORT LOCAL LITERACY PROGRAMS

Literacy programs in the Lower Columbia area offer potential learners choices in learning sites, teaching strategies, and program focuses. Learners may choose the program which best meets their needs regardless of location.

One-on-one tutoring and instruction are offered free through the public libraries in Longview, Kelso, Rainier, and Cathlamet. Materials are provided by the program.

Individualized and small group instruction is offered free through Lower Columbia College in Adult Basic Education (ABE), English As A Second Language (ESL), and Developmental Disabilities in Longview, Woodland, and Castle Rock (ABE only). Materials are provided by the program.

Fee-based services are available through Sylvan Learning Center and Basic Skills Institute. Sylvan offers individualized instruction and the Institute offers one-on-one tutoring. The learner pays a fee for these services and materials.

The problem of illiteracy can be remedied if those who can help will and if those who need help can gain access to it.

**LITERACY . . .**
**A Good Investment**

## INVEST IN LCLC

NAME _____

ADDRESS _____

_____

TELEPHONE _____(h)

_____(w)

I would like to become a member of the LCLC.

( ) I want to actively participate.

( ) I would like to volunteer:
- ( ) Speaker's Bureau
- ( ) Tutoring
- ( ) LCLC Committee on Publicity, Recruitment, Assessment

( ) Supporting Member. I cannot actively participate, but I would like to support the Coalition's efforts with a contribution*.
( ) $10 ( ) $15 ( ) $25 ( ) ____

*Contributions to the Coalition are tax deductible. Participating members may make a donation of $$ as well as time.

**LITERACY . . .**
**A Good Investment**





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## READ TO SUCCEED
## HISTORY

Read To Succeed is the volunteer adult literacy program that serves the Tri-County area of Stevens, Pend Oreille, and Ferry counties. We have been around since September of 1986. At that time the Pend Oreille County Library District contracted with Northeast Washington Rural Resource Development Association to administer the Department of Education, Title VI Library Literacy grant.

Currently, Read To Succeed receives funds from the State Board for Community and Technical Colleges through the Volunteer Adult Tutor Coordination Grant, an Adult Homeless Education Grant, Community Services Block Grant funds, and local donors. The program is staffed with a part time program coordinator and two tutor coordinators, one located in Colville and one located in Newport.

The program is sustained by the program volunteers. Volunteers work as tutors and also as file clerks, data entry clerks, librarians, student recruiters and Read To Succeed spokespersons. In January of 1984, the first volunteer tutors were trained with the help of Washington Literacy, a state-wide literacy provider. To date, Read To Succeed has trained over 100 volunteers.

A volunteer advisory board represents communities and community organizations and sets program direction for the Read To Succeed program.

All of this would be meaningless without students. Read To Succeed is happy to report that over 100 students have accessed the program. Students have improved skills and mastered competencies in speech production, mathematics functions, reading levels, and writing skills. Successes have been reported in passing GED tests, reading to children, obtaining wanted jobs, and feeling better about themselves and their abilities.

# HISTORY

## READ TO SUCCEED

READ TO SUCCEED is an adult literacy program that (1) provides tutors for persons with limited reading, writing, math, and comprehension skills in order the improve their functional skills, (2) provides life skills workshops for homeless individuals located in identified temporary shelters.

READ TO SUCCEED is sponsored Northeast Washington Rural Resources Development Association. The program is implemented and managed through the Rural Resources community services division. It works in cooperation with area libraries, resource centers, school districts, adult basic education programs, and social service agencies.

READ TO SUCCEED provides one-to-one tutoring in a program designed for each person. Students and tutor will meet in a mutually convenient place and work for 1 to 2 hour sessions, once or twice a week. There are no costs involved to the student and confidentiality is stressed. The program is open to anyone sixteen years or older who is no longer part of the K-12 school system.

This program serves people who are complete nonreaders and those who want to improve their skills in order to complete their GED. Students must choose to come into the program. Lessons begin with what the students wants to learn. For example, a student might start by working towards passing a written driver's exam, or filling out a job application. The student can work to improve basic reading, writing, comprehension, mathematics and speaking skills.

Tutors must participate in twelve hours of training. The training gives the tutor essential information to develop teaching skills, an understanding of learning styles and an insight into the program's teaching philosophy. Training sessions are conducted in each county area as needed. Trainings are usually divided into two, three, or four day sessions.

If you have any questions, please feel free to call us at READ TO SUCCEED. Our telephone number is (509) 684-8421.

# DESCRIPTION

## LOCAL LITERACY PROFILE

### WHAT IT IS TO BE FUNCTIONALLY LITERATE

To be functionally literate is to be able to read, write, comprehend, respond appropriately, make decisions, solve problems, and use mathematics in the type of situations that adults encounter on a daily basis.

For instance:

> A functionally literate adult can follow the directions in a cookbook, on a T.V., or microwave dinner, read a street or road map, calculate the time required to make a trip to another community, balance a checkbook, write a business letter, communicate with individuals, and use problem solving strategies.

### WHAT ILLITERACY IS

In the United States over 23 million, or one in five adults, cannot do the things functionally literate persons can do. In Washington State over 400 thousand, or one in seven, cannot do these things. They are illiterate.

Based on the combined population of Pend Oreille, Stevens, and Ferry counties, an estimated 6000 or more adults in the tri–county area are illiterate. Recent testing by a state agency substantiates this estimate.

Illiterate persons come from all walks of life. They are young, old, middle aged, from all ethnic background, races, and religions. They come from all economic levels and include men and women.

Illiterate persons are vulnerable and have difficulty acting independently.

Illiteracy costs money. Increased public assistancee, crime, and accidents can be correlated with illiteracy. An estimated $240 billion is lost to industry alone due to illiteracy.

Reading is a skill that all except the most severely learning impaired persons can learn. The reasons for our illiteracy rate are varied and complex, and in the final analysis are of only secondary importance. Of primary importance is that illiteracy is a problem that touches all of us; it is a "people problem." It is never too late to learn or improve reading skills.

Read To Succeed representatives are available to talk with individuals or groups about literacy. Please invite us to speak to your group. Feel free to contact us for more information.

# LOCAL LITERACY PROFILE

## CARRIE

"I don't want to have to live on welfare forever. I have to look at reality and do something with my life. This fall I plan to take my GED then enroll in a two year computer course."

Carrie, a mother of three young children, has come a long way from not knowing what the big words meant or how to spell well enough to be understood. Carrie is a student of Read To succeed, a volunteer literacy program offered through Rural Resources.

Carrie worked hard for two years with a tutor who drives 18 miles every week to help her achieve her learning goals.

"When I started with Carrie, she was reading at about the third trade level. Her first goal was to be able to read to her children. After 6 months, Carrie could do that," speaks her tutor.

When Carrie accomplished her first goal, she continued to challenge herself. Now Carries follows recipes, loves to read scary books, writes notes to her friends and writes checks.

"At first, I was so frustrated when I couldn't read long words. I would think, 'What does this mean?' and get really mad that I didn't know. It took me 6 months to feel like I could do it...I could really learn."

Carrie left school in sixth grade because of family difficulties. She tried to return a few years later. Discouraged being the only girl in an all male class, Carrie dropped out again. Carrie learned of Read To Succeed through her brother-in-law, who experienced a similar program and liked it. Finding a tutor willing to travel the miles to her house took time. A tutor was found and the learning process began for Carrie.

"I like my tutor. She and I get along real well. I just ask her not to bring me anything boring. Give me something scary! In the summer we have our lessons on the dock at a lake behind my house. It's fun. Sometimes she gives me quizzes, like filling out a job application. Sometimes I read animal stories."

Carrie is proud of what she has accomplished. "If someone is having a problem, I say, "get a teacher." It helped me. I had to get my act together, something had to change."

Something did change. Carrie changed.

# CARRIE ...one woman's victory

# STAFF JOB DESCRIPTIONS

## PROJECT READ JOB DESCRIPTION

POSITION: Administrative Assistant/Office Manager

GOALS: To schedule and coordinate all Project READ in-office activities; to provide volunteer training and supervision, oversee duties of Project READ volunteers in specific jurisdiction, provide administrative support; complete and maintain all bookkeeping duties.

DUTIES
Orders and maintains office supplies.

Logs minutes from each staff meeting and files in a staff-accessible place.

Maintains office schedule book.

Enters and updates weekly all computer data except for Tutor and Student information.

Assists Executive Director with correspondence, reports, public relations, appointments, notification of Board meetings and troubleshooting.

Assists Board committees and volunteers with planning and implementation of special events and fundraising.

Completes all reports two (2) days prior to postmark deadline.

Completes and updates all bookkeeping duties within deadlines and guidelines.

Provides administrative assistance and clerical support to Tutor/Student Coordinator, Executive Director, Volunteers and Contracted Employees.

Trains, supervises, coordinates and ensures completion of duties for volunteers on the following teams:
Clerical Support
Communications
Newsletter Coordinators

Completes other duties as assigned.

QUALIFICATIONS: Excellent communication skills, computer skills, bookkeeping skills, organization, problem solving experience; ability to supervise and monitor volunteer teams, ability to meet deadlines.

HOURS: Thirty-five (35) hours per week. Usual schedule Monday through Friday. Some evening and weekend shifts.

REPORTS TO: Executive Director; Board Committees.



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**ST. JAMES REFUGEE PROGRAM**
**VOLUNTEER JOB DESCRIPTION**

| | |
|---|---|
| Title: | Librarian |
| Goal: | Carry out the daily operation of the St. James Refugee Program (SJRP) library to maintain its organization and accessibility. |
| Duties: | Reshelve library materials as needed. |
| | Assist and acquaint library users with the library system. |
| | Phone those who have "over due" materials. |
| | Maintain a current list of library resources available. (This will require minimal typing). |
| | Assist in coding and organizing new books and materials. |
| | Help with occasional "Open House" events on weekends, to make the library more accessible. |
| Qualifications: | Be familiar with the SJRP library, or be willing to learn about it. |
| | Possess basic typing or computer skills, or be willing to learn the basics. |
| | Be detail oriented. |
| | Enjoy working and being familiar with a variety of resources and individuals. |
| | Have some phoning and communication skills. |
| Time Commitment: | Six months. Be available to work 1 hour per week, or 4 hours per month. |
| Report To: | Library Manager |
| Other Notes: | This is a great opportunity to meet people while gaining valuable office and library experience! Enjoy! |
| **Note: | The Library Manager may be in charge of scheduling and orienting library volunteers. ** |

*St. James Refugee Program; 804 9th Ave.; Seattle, WA 98104; (206) 382-4511.*

**ST. JAMES REFUGEE PROGRAM**
**VOLUNTEER JOB DESCRIPTION**

| | |
|---|---|
| Title: | Field Trip Aide |
| Goal: | To assist implementation of out-of-class, non-book events that will enhance cross-cultural knowledge through first hand experience. |
| Duties: | Accompany groups to public markets, museums, parks, factories, cultural events, etc. |
| | Answer questions, utilize signs and brochures as lessons, carry a dictionary,.. |
| | Help with generating publicity, transporting people, and other tasks as needed. |
| Qualifications: | Be aware and sensitive to the cultural interests and needs of those in the St. James Refugee Program (SJRP). |
| | Enjoy working with and empowering people of other cultures. |
| | Possess a valid Washington State driver's license and feel comfortable driving vans. |
| Time Commitment: | Six months. Be prepared to spend however many hours are needed to assist the Field Trip Coordinator in adequately planning and organizing events. |
| Report To: | Field Trip Coordinator |
| Other Notes: | |

*St. James Refugee Program; 804 9th Ave.; Seattle, WA 98104; (206) 382-4511.*

## ST. JAMES REFUGEE PROGRAM
## VOLUNTEER JOB DESCRIPTION

| | |
|---|---|
| Title: | Newsletter Editor |
| Goal: | To publish a quarterly newsletter for students, volunteers and friends of the St. James Refugee Program (SJRP); to maintain a link with all; to provide ideas and resources for tutors; to recruit additional volunteers; and to promote English as a Second Language (ESL). |
| Duties: | Solicit, beg, borrow or steal articles to meet the goal of the newsletter. Articles can include tutoring tips, student experiences, new books, upcoming workshops, local and national refugee/ESL stories, meeting announcements, regular columns and new volunteer opportunities. |
| | Coordinate typing of copy, preparation of graphics, printing and distribution of the newsletter. |
| | Maintain up-to-date, accurate distribution list. |
| | Initiate regular contact with Program Coordinator and Coordinators of other St. James Refugee Program (SJRP) activities. |
| | Create and expand a "news gathering" network among friends of literacy and refugee issues throughout the community. |
| Qualifications: | Possess effective writing skills. |
| | Have some understanding of graphic layout and the printing process. |
| | Possess some basic computer knowledge and skills. |
| | Have an interest in literacy, people of other cultures and/or ESL, and assist in spreading the word about it. |
| | Be detail minded, creative and able to work with limited resources. |
| Time Commitment: | One year. Be prepared to spend one hour a week talking with potential writers to solicit copy. Be prepared to commit 10-20 hours bimonthly the last week prior to the newsletter distribution. |
| Reports To: | Program Coordinator |
| Other Notes: | The SJRP has access to a computer and a photocopier which may be used in newsletter layout and production. |
| | The SJRP staff appreciates your time and effort, and offers ongoing support and assistance. |

*St. James Refugee Program; 804 9th Ave.; Seattle, WA 98104; (206) 382-4511.*

## ST. JAMES REFUGEE PROGRAM
## VOLUNTEER JOB DESCRIPTION

| | |
|---|---|
| Title: | Office Volunteer |
| Goal: | Assist in the overall, daily operation of the office. |
| Duties: | Answer the telephone to provide basic information and send infomational packets to potential students and volunteers. |
| | Greet Refugee Program visitors. |
| | Check out and re-shelve library materials. |
| | Do minimal filing and light typing on the computer, or willing to learn how. |
| | Take messages and make calls as needed. |
| | Assist in bulk mailings. |
| | Update the SJRP database of students and volunteers as needed. |
| | As appropriate: open office and/or lock up at the end of the day; ensure the answer machine is "on", and all other appliances are turned "off" at the end of the day. |
| Qualifications: | Enjoy working with, talking and listening to others. Be especially patient and sensitive to people of other cultures. |
| | Have effective communication skills. |
| | Posssess basic typing and filing skills. |
| | Be detail oriented. |
| | Have an understanding of the SJRP goals and an interest in achieving them. |
| Time Commitment: | Six months. Be available to work 1-2 hours per week and attend a 1 hour staff meeting each month. |
| Report To: | Office Manager |
| Other Notes: | This is a wonderful opportunity to meet people of other cultures and gain invaluable office experience! Enjoy! |

*St. James Refugee Program; 804 9th Ave.; Seattle, WA 98104; (206) 382-4511.*

Literacy Action Center 8016 Greenwood Ave. N. Seattle, Washington 98103 (206) 782-205/
A Project of Washington Literacy

Literacy Action Center
Work Study Job Description

JOB TITLE: English as a Second Language (ESL) Program Assistant

JOB SUMMARY: The ESL Program Assistant's job is to assist LAC staff to develop and maintain effective ESL programs. It will entail organizing and teaching at least one small, bi-weekly ESL class; interviewing and assessing prospective ESL students; matching volunteer tutors with students; developing and maintaining an ESL/Talk Time Activities Manual; and assisting LAC staff as needed.

RESPONSIBILITIES:

- Attend one 12-hour Tacoma Community House ESL tutor training at Seattle Central Community College
- Organize and teach at least one small, bi-weekly ESL class
- Interview, assess, and match ESL students
- Develop and maintain an ESL/Talk Time Activities Manual drawn from (and for the benefit of) ESL classes and tutors
- Be reliable and on time
- Function as a cultural resource and friend for the students with the aim of making them better informed and independent in this society
- Respect the students' efforts and their culturally determined points of view
- Other duties as assigned

QUALIFICATIONS:

- Good English speaking skills
- Sensitivity to and respect for different cultures
- Desire to learn new information and skills
- Patience and understanding
- Organizational ability

BENEFITS:

- Achieve broader cultural understanding
- Provide direct and crucial help to newcomers to the U.S.
- Add to personal resumes and potential references
- Open opportunities for further training and skills development in the fields of ESL and teaching

MINIMUM COMMITMENT:

- 20 hours a week (number of hours per day dependent on need, Monday through Thursday) for a minimum of six months

# St. James Refugee Program

Contract Position Description

## Program Assistant

### OVERVIEW

To provide supportive administrative services to the ESL program which tutors refugees and immigrants in English listening, speaking, reading and writing skills.

### REPORTING STRUCTURE

To be accountable to Pastoral Assistant for Social Outreach through the Program Coordinator.

### TASKS

To coordinate and support some administrative volunteers, including computer volunteers, library volunteers and office volunteers. This will include initial training and ongoing communication and evaluation.

To collect, record and report all program statistical data, including volunteer numbers and hours, student numbers and hours, work study student hours and information, volunteer and student demographics and all information for funding purposes, budget and financial information.

To prepare necessary reports for grants presently in progress and assist with the implementation of any grants received.

To work and communicate with the Program Coordinator when necessary to effectively complete the above tasks.

### CONDITIONS

Contract tasks to be performed for St. James Refugee Program

Contingent on State Board Grant funding through June 30, 1993

6 hours per week at $8.50/ hour

No paid benefits (ie. sick leave, holidays, etc.)

**Support Staff**
**Talk Time Coordinator**
**Publicity Manager**

**Support Staff**

Coordinate the reservation and acquisition of rooms, facilities, and vehicles for the Refugee Program's use.

Assist in the facilitation and planning of program functions e.g.. "All Volunteer" meetings, Summer Bash, Bathhouse Theater Productions, and etc...

Work with and provide support for programs and program coordinators as is feasible and prudent e.g.. Citizenship Class, Job Hunt Class and etc...

General office support and maintenance

- Provide basic computer support for staff and volunteers
- Layout and design flyers on computer
- Send out information packets to student and tutor applicants
- Answer phone, take messages, give out program info and directions

**Talk Time Co-Coordinator**

Assist the Volunteer Talk Time Coordinator in the following areas:

- Recruitment and training of Talk Time Volunteers
- Recruitment and retention of Talk Time Students
- Evaluation, standardization, streamlining and maintenance of Talk Time procedures and logistics
- Create and maintain a mailing list and database for Talk Time Volunteers and Students

**Publicity Manager**

- Create a standard procedure for the publicizing of program events
- Create a mailing list and data base for ethnic organizations
- Publicize program events

MASON COUNTY LITERACY

JOB DESCRIPTION: ESL PROGRAM COORDINATOR

Position Overview: The ESL Program Coordinator will develop a tutoring program for non-native English speakers in Mason County and present educational programs on literacy and multi-cultural issues to community groups. This project will expand Mason County Literacy's services to new populations currently not being served.

This will be a 12 month, full-time VISTA position. Established in 1964, VISTA is a national effort to promote citizen involvement and voluntary service in alleviating poverty-related social problems, such as illiteracy.

Responsibilities:

- Attend ACTION's VISTA orientation.

- Become knowledgeable about Mason County Literacy's history and services, the local community, and the needs of the target populations.

- Network with community agencies, organizations, and individuals.

- Research ESL models and materials.

- Attend an ESL tutor training and a MCL basic tutor training.

- Develop a curriculum plan for "Talk Time" activities and collect appropriate materials.

- Recruit, orient, and interview potential tutors.

- Facilitate tutor training.

- Recruit, interview and assess students.

- Locate space for tutoring; Equip with furniture and materials.

- Provide ongoing support for tutors and students.

- Facilitate students' transition into available reading programs, when appropriate.

- Maintain student and tutor files.

- Hold a recognition event to acknowledge efforts of all participants.

- Develop an advisory group to support project's efforts and continuation.

- Conduct presentations to community groups on project and educate about issues relevant to non-English speakers.

- Conduct an evaluation of program, with a written report summarizing the findings.

- Submit required reports and attend meetings, as requested.

Desired Characteristics:

- Must be 18 years old or older and a U.S. citizen or permanent resident

- History of voluntary service.

- Experienced in working with different cultural groups or in multi-cultural situations.

- Excellent interpersonal skills; good communication skills (written, oral, and listening); able to organize work to meet established timelines.

- Capable of working independently.

- Sensitivity to cultural differences and needs.

- Enthusiastic and committed to VISTA and project goals

- Reliable transportation and valid Washington driver's license.

Report to: Executive Director, Mason County Literacy

Benefits

- $580/month living allowance.

- A $95/month stipend available at the end of service period.

- Comprehensive health coverage.

- Seven days paid vacation plus holidays.

- An excellent opportunity to develop new skills while contributing significantly to the betterment of the community and its residents.

## PROJECT READ JOB DESCRIPTION

POSITION: Executive Director

DESCRIPTION: The Executive Director shall, within Board policies, direct and administer all available resources of Project READ towards the coordination and planning for literacy needs in the Walla Walla area.

RESPONSIBILITY AND AUTHORITY: The Board delegates to the Executive Director full responsibility and authority to accomplish the described function of the position. Although overall responsibility and accountability for results may not be delegated, the appropriate responsibility and authority necessary to accomplish the described function may be delegated to other staff members

DUTIES AND RESPONSIBILITIES

Board Support

Attends all Board meetings and meetings of standing committees.
Recommends policy changes as needed to enhance effective operation of Project READ
Assists in orientation and on-going training of Board members.
Ensures timely reports on program, finance and fundraising.

Administration and Financial Management

Authorizes expenditures within Board approved budget.
Regularly monitors revenue/expense in relation to budget and projected cash flow.
Reports variances to Finance Committee.
Assures maintenance of office facility.
With approval of Finance Committee, ensures accurate and timely completion of fiscal and legal reports, audits, grant source reports, non-profit filings, etc. and maintains appropriate records.
Researches and writes grants for operations and special projects.
Makes budget recommendations.

Program Development
Assists the Board in assessing community needs, developing short and long-range planning projects and recommending new projects.
Staffs committees and task forces. Gathers background information, drafts reports, and organizes community response as requested, including training programs, public meetings and publications.
Supervises volunteer-tutor program, training, library and all other programs connected with the agency.
Evaluates and presents reports on programs for the Board.
Ensures program data is maintained and an annual report is published.
Oversees training of volunteer staff.

Community Relations
Acts as primary spokesperson and community advocate for Project READ.
Develops publicity for Project READ and its programs.
Networks with other literacy groups, human service providers, local and regional governments, businesses, service clubs and the general community.
Advocates for an improved literacy awareness and delivery system.

Personnel
Hires, supervises, evaluates and disciplines staff.
Provides monthly work plan for each staff member.
Administers Board policy and interprets Board policy to staff.

Completes other duties as assigned.

QUALIFICATIONS
B.A. degree in related field or experience equivalent.
At least two years management experience, including financial management, personnel supervision, fundraising, public relations, program development and understanding of planning process.
Knowledge of literacy programs
Proven ability to work with board and external community
Ability to work independently
Experience with volunteer systems.
Grant writing skills.
Knowledge of governmental bodies
Strong oral and written communication skills, including public speaking.

TIME: 40 hours per week and additional hours as required to effectively administer the program.

PROJECT READ OF WALLA WALLA
JOB DESCRIPTION

POSITION Education Coordinator

GOALS To ensure timely completion of intake, training and matching of new students and tutors. To oversee trainings, meetings and special program areas. To maintain regular contact and documentation of program participants. To assist with material evaluations and volunteer orientations.

DUTIES:
Complete Intake (interview & testing) of incoming students
Complete Intake (interview & schedule training) of incoming tutors
Match students & tutors.
Maintain monthly contact with matched students & tutors.
Maintain weekly contact with students waiting for tutors.
Maintain all contact documentation.
Oversee retesting of students after each fifty (50) hours of tutoring.
Oversee Washington Service Corps Youth Program:
    test participants, match with tutors, maintain contact, retest.
Plan & oversee the running of meetings:
    Student, Tutor Follow Up, Homeless Outreach.
Oversee Tutor Training:
    schedule trainers, provide necessary materials,
    attend & evaluate training sessions.
Present Volunteer Orientations.
Evaluate & review learning materials.
Complete other duties as assigned.

QUALIFICATIONS: Demonstrated ability to maintain effective working relationships. Attention to detail. Excellent communication skills, organizational skills, planning and managerial skills.

REPORTS TO: Executive Director.

## Volunteer Job Description
## Title: Literacy Clerical Aide

**Minimum Qualifications:**

basic typing skills

a desire to contribute to your community by assisting in the effort to reduce illiteracy

enthusiasm, patience, empathy

**Duration of Service:**

a minimum of six hours per month for the academic year (September through June)

**Duties and Responsibilities:**

maintain student attendance records

enter registration and attendance information into computer

assist in compiling student data for quarterly and annual reports

reconcile data files

**Resources to Assist You:**

resource person available

supervision provided

**Benefits:**

the opportunity to improve skills and gain experience with computers

the feeling of satisfaction that comes from helping others

Title: Payroll/Computer Clerk

Duties:

1. Make entries to general ledger
2. Make bank deposits
3. Reconcile bank statements with general ledger
4. Prepare monthly budget report
5. Prepare monthly payroll
6. Calculate quarterly taxes; prepare forms for signature
7. Balance cash box to $25 monthly
8. Submit letters for 1% and Western Family reimbursement
9. Calculate payroll for State and CDBG reports; prepare forms for signature
10. Assist director with budget analysis as needed
11. Assist office staff with preparation of flyers, brochures, certificates, mass mailings, etc.
12. Using Pagemaker, input and layout articles for monthly newsletter, quarterly donors' letter and annual report
13. General office duties include, but are not limited to:
    a. Greeting clients
    b. Answering phones
    c. Selling books
    d. Assisting clients with xeroxing
    e. Ordering office supplies

Qualifications:

1. Experience with database, spreadsheet and word processing programs
2. Knowledge of payroll and accounting procedures
3. Accurate; detail oriented
4. Flexible; able to work cooperatively with staff and volunteers

Time: 15 hrs/week

Salary: $6.00 - $7.50 /hour

Reports to: Executive Director

Job Title:
Assistant to Student/Tutor Coordinator

Goal:
To assist the Student/Tutor Coordinator with the Basic and ESL programs within the Literacy Project.

Qualifications:
1. High School Diploma.
2. Two years college experience preferred, but will consider experience in related fields.
3. Enjoy working with people
4. Basic office and organizational skills.
5. Be flexible, reliable, and punctual.
6. Follow directions well.
7. Be an aggressive task achiever; see a task that needs to be accomplished and see it through to completion.

Responsibilities:
1. Supervising tutors and students who are on site in the evenings.
2. Perform duties assigned by the Student/Tutor Coordinator.
3. Become familiar with the general office organization and procedures.
4. Become familiar with the materials available to assist students and tutors.
5. Act as a liason between the office staff and the tutors and students.
6. Assist in maintaining student and tutor records.
7. Aggressively seek areas needing assistance and perform necessary tasks.

Benefits:
1. Satisfaction of seeing others succeed.
2. Meeting new people-students, tutors and the Multi-Service Center staff.
3. Experience of a hands-on job directly affecting a major sociological concern.
4. Opportunities to learn and apply new skills.
5. Written program summary and job evaluation for your resume.

## STUDENT LITERACY CORPS/LITERACY COORDINATOR
JOB DESCRIPTION

Job Title:

Literacy Program Assistant

Specific Duties:
The Literacy Program Assistant will be stationed at Centralia College and report directly to the Literacy Programs Director.

The Literacy Program Assistant:

coordinates placement of community and student volunteers in literacy; facilitates training and inservice for volunteers; maintains accurate records for literacy grants; sets up and maintains data base; prepares reports for grants management; facilitates mentorship of volunteer tutors; sets up sites for literacy tutoring; takes minutes, types agendas, and interacts with Literacy Council/SAIL board; participates in preparation of literacy newsletter; serves as a resource for literacy projects; communicates effectively with faculty, staff, and community agencies; helps to coordinate community spelling bee; performs other duties as assigned by director. Attends monthly Literacy Council/S.A.I.L. meetings.

Time Commitment:
19.5 hours per week throughout 1992-93 school year

Qualifications:
Prefer A.A. degree or post-secondary training. Must have knowledge of MacIntosh MS Works and records management. Attention to detail required. Excellent telephone skills, outgoing personality with students and adults, reliability, ability to coordinate several projects simultaneously, empathy with and sensitivity for persons from varying backgrounds. Interest in literacy issues.

Disqualifiers:
Breaching student confidentiality. Poor communication skills. Unreliability.

JOB TITLE: Literacy Program Director

PURPOSE: Provide and promote literacy services to adults whose needs are not met by traditional educational programs or institutions.

WORK SITE: South King County Multi-Service Center
1200 South 336th Street
Federal Way, Washington 98003

SALARY/ BENEFITS: This is a three-quarter time position at a salary of $10.13 per hour to start, and $10.61 per hour following the satisfactory completion of the three-month probationary period. Medical, dental and life insurance benefits are provided.

SUPERVISOR: Position reports to the Executive Director

QUALIFICATIONS: Education/Background:

B.A. in Education, Human Services, Public Administration or related field, or experiential equivalent. Three years experience in a responsible position in literacy services or one of the above-named areas is desired.

Ability To Perform the Following Duties:

1. Maintain a Basic Literacy and English as a Second Language program serving south King County residents who are 16 or older.

2. Manage and develop program, including fund development, budgeting, contract management, client and other data collection and reporting, coordination of student/tutor schedules and locations.

3. Recruit, interview and support tutors and students, including tutor training, client intake/testing/ needs assessment, follow-up with both groups.

4. Community Relations: includes public information, education and out-reach. e.g. speaking engagements, newsletters, brochures, media attention, networking with relevant community groups, governmental bodies.

5. Create and support a Literacy Advisory Board.

6. Keep abreast of current innovations, events, literature in the field.

Other Skills:

1. Flexibility, empathy, patience and other skills needed to work effectively with people of widely varying background, experience, needs and goals.

2. Organizational abilities, including attention to record-keeping and other detail.

3. Written and oral communication skills, persuasiveness, enthusiasm.

4. Enjoyment of this work.

South King County Multi-Service Center

Literacy Program

**Job Title:** Literacy VISTA Volunteer

*VISTA Literacy Corps* was developed to address the problem illiteracy in the United States. The *VISTA* volunteer makes a one year commitment to a literacy program. In return he/she receives a monthly allowance of $609.00, health coverage, and at the completion of service, a stipend of $95.00 for every month served. In addition, the volunteer will have the opportunity to develop skills in leadership, organization, goal setting, and supervision while serving in a nationally known and well respected program.

**Work Site:** South King County Multi-Service Center
1200 S. 336th Street
Federal Way, Washington 98003
206-838-6810

**Purpose:** To evaluate and expand the literacy program's existing ESL program, develop sites for one to one and small group tutoring, recruit volunteers and students, enhance/expand ESL tutor training and support. The most important accomplishment will be to restructure the existing ESL program and then to identify a volunteer to act as ESL coordinator when the VISTA leaves.

**Supervisor:** Director of Literacy Program

**Qualifications:**

**Required:**
-Ability to cope with diverse populations and organizations
-Organizational ability
-Ability to work independently
-Empathy for low income and disadvantaged individuals
-Available some evenings and weekends
-Provide own vehicle (milage reimbursed)
-Valid Washington State Driver's license

**Desired:**
-Previous experience tutoring ESL students
-Previous experience with a human service organization
-Experience in community projects or activities which involve out reach
-Previous experience working with volunteers

Job Title:
General Office Clerk

Qualifications:

1. High school diploma or G.E.D.
2. Competency in basic office skills.
3. Ability to work well with variant personalities.
4. Ability to grasp office organization and procedure.
5. Low level of external motivation required.

Responsibilities:

1. Assist with all clerical tasks in Literacy Project.
2. Copy materials as needed.
3. Become knowledgeable of office filing system.
4. Keep inventory of basic office supplies.
5. Assist in preparing notebooks and other materials for training purposes.
6. Maintain and update mailing list.
7. Assist in mailings such as newsletters and student/tutor materials.
8. Type index cards for tutors and students.
9. Enter data on students and tutors in appropriate computer files as directed by Tutor/ Student Coordinator.
10. Compile monthly data and assist in compiling end of year statistics and reports.

Benefits:

1. Satisfaction of assisting others.
2. Involvement in a program directly affecting a major sociological problem.
3. Meeting new people-students, tutors, and other Multi-Service Center staff.
4. Valuable experience gained by applying skills to an existing program.

JOB TITLE: Executive Director

JOB SUMMARY: Plans, organizes and oversees all activities of the Whatcom Literacy Council. Works with the Board of Directors in setting Council personnel and compensation policies and long range plans. Monitors annual budget expenditures and recommends budget allocations to the Literacy Council Board. Implements and maintains sound management practices to assure the effective and efficient use of Council personnel, funds, materials, facilities and time.

SUPERVISED BY: Whatcom Literacy Council Board of Directors

SUPERVISES: All Literacy Council employees

WORK PERFORMED:

1. Recruits volunteer tutors through ongoing publicity efforts.
2. Organizes tutor training workshops in cooperation with BVTI and WCC ABE staff and administration.
3. Supervises volunteer student-tutor coordinator in the screening and placement of students and tutors; shares these responsibilities as needed.
4. Supervises and evaluates office staff.
5. Submits monthly report to the Board of Directors.
6. Submits annual report of Council activities and accomplishments to Board of Directors and other interested parties.
7. Monitors expenditures to see that they are within the approved annual budget guidelines. Requests Board approval for expenditures outside annual budget approved appropriations. Makes recommendations for each annual budget to Board Finance Committee.
8. Provides for the ongoing support and training of volunteer tutors and assists tutors in locating appropriate tutoring sites.
9. Monitors scope and effectiveness of existing Council services on a continuing basis. Makes recommendations to Council Board as program changes appear necessary.
10. Maintains a positive and effective Literacy Council relationship with other literacy service providers in the Whatcom County area and with the community in general.



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11. Works with Board of Directors and Committees in planning public relations events, activities and publicity.

PERFORMANCE REQUIREMENTS (KNOWLEDGE, SKILLS AND ABILITIES)

1. Knowledge of and ability to apply the principles and practices of sound management and supervisory methods.

2. Skills in written and oral communication.

3. Public and human relation skills.

4. Ability to interpret community interests and needs and to plan appropriate literacy services.

5. Ability to develop and maintain effective working relationships with Literacy Council Board members, employees and volunteers.

MINIMUM REQUIREMENTS

1. College degree or equivalent experience as determined by the Board of Directors.

2. Two years experience in adult basic education or literacy education.

3. Valid Washington State driver's license and access to own transportation.

PREPARED BY: Claudia McCain
5/90

REVISED: Board of Directors
5/91

Clark College Adult Literacy Job Description

**DEPARTMENT:** VOLUNTEER LITERACY TUTOR PROGRAM

**TITLE:** Newsletter Editor

**JOB DUTIES INCLUDES BUT ARE NOT LIMITED TO:**

1) Research literature for interesting short features for Tutor Talk publication.
2) Coordinates with Director for ideas, calendar items, and new program information.
3) Creates and maintains a file for graphics.
4) Designs format for Tutor Talk on computer and enters material.
5) Must meet program deadlines for Tutor Talk completion.
6) Responsible for getting draft to the Director for approval and changes.
7) Must coordinate with business office for use of the copy machine or print shop.
8) Provide mailing of Tutor Talk with time sheet and overview in a timely manner.

**QUALIFICATIONS**

Must be a good writer. Knowledge of computers and desktop publishing desirable. Must be able to schedule and meet deadlines. Interest in providing a good publication for a widely-diverse population.

**TIME**

Six to eight hours per month.

Tacoma Community House
1314 South L Street
Post Office Box 5107
Tacoma, Washington 98405
206 383-3951

TACOMA COMMUNITY HOUSE

## JOB DESCRIPTION

**TITLE:** Adult Literacy Coordinator

**DEPARTMENT:** Educational Services

**SUMMARY:** This is an administrative position under the supervision of the Education Program Manager. The person in this position is responsible for overseeing the operation of all literacy sites. In addition, this person also provides support, training and supervision to volunteers, work study students, ABE instructors and project staff in adult literacy.

**DUTIES:**

1. Hire, orient, supervise and evaluate literacy support and instructional staff
2. Recruit, train, manage and support volunteer tutors
3. Intake and test/diagnose incoming tutoring and ABE students
4. Oversee all student matches and placements in the tutoring program
5. Coordinate volunteer tutor recognition activities
6. Coordinate follow up testing for tutoring and ABE students
7. Assist Program Manager in collecting information and preparing all reporting required for tutoring and ABE
8. Monitor tutoring and ABE project budgets
9. Substitute teach in classes as needed
10. Coordinate curriculum and planning activities
11. Give presentations describing the activities of the project
12. Other duties as assigned

**QUALIFICATIONS:**

**Education:**
B.A. degree in Education or relevant field
Specialized training in reading and/or adult basic education

**Skills:**
Excellent organizational skills
Ability to communicate in written and oral form
Demonstrated ability to work independently under tight deadlines
Knowledge of latest teaching methods and materials for adult literacy

**Experience:**
3 years teaching adults reading, writing computation or life skills or equivalent experience teaching basic skills in the public schools
2 years supervisory experience
1 year volunteer management experience highly desirable

**REPORTS TO:** Education Program Manager

EASTSIDE LITERACY COUNCIL

JOB DESCRIPTION

POSITION TITLE: EXECUTIVE DIRECTOR

DESCRIPTION: The Executive Director shall, within Board policies, direct and administer all available resources of the Council toward the coordination and planning for literacy needs in the service area commonly known as the Eastside.

RESPONSIBILITY AND AUTHORITY: The Board delegates to the Executive Director full responsibility for and authority to accomplish the described function of the position. Although overall responsibility and accountability for results may not be delegated, the appropriate responsibility and authority necessary to accomplish the described function may be delegated to other staff members.

DUTIES AND RESPONSIBILITIES:

Board Support

* Attends all Board meetings and meetings of standing committees

* Recommends policy changes as needed to enhance effective operation of the Council

* Assists in orientation and on-going training of Board members

* Prepares timely reports on program, finance, fundraising efforts

* Supports efforts with city councils, grant hearings, community hearings, media, etc.

Administration and Financial Management

* Authorizes expenditures within Board-approved budget

* Regularly monitors revenue/expense in relation to budget and projected cash flow. Reports variances to Finance Committee

* Assures maintenance of office facility and equipment

* With approval of Finance Committee prepares fiscal and legal reports, audit, grant source reports, non-profit filings, etc, and maintains appropriate records.

* Researches and writes grants for operations and special projects

* Makes budget recommendations

Program Development

* Assists the Board in assessing community needs, developing short and long-range planning projects and recommending new programs

* Staffs committees and task forces. Gathers background information, drafts reports, and organizes community response as requested including training programs, public meetings, and publications

* Supervises volunteer-tutor program, training, library and all other programs connected with the Council

* Reports on and evaluates programs for the Board

* Ensures program data is maintained and an Annual Report is published

* Provides adequate training for volunteer staff with emphasis on continued training for more professional image

Community Relations

* Acts as primary spokesperson for the Council to the community

* Develops publicity for the Council and its programs

* Fosters cooperation and provides coordination among other literacy groups, human service providers, local and regional governments, businesses, service clubs and the general community

* Participates in and provides technical assistance to external committees, coalitions and agencies

* Advocates for an improved literacy awareness and service delivery system

Personnel

* Hires, supervises, evaluates and disciplines staff

* Administers Board policy and interprets Board policy to staff

QUALIFICATIONS: B.A. Degree in related field or experience equivalent. At least two years management experience, including financial management, personnel supervision, fundraising, public relations, program development and planning.

Must have knowledge of literacy programs, proven ability to work with Board and external community, ability to work independently, experience with volunteer programs and their unique delivery system, grant writing skills, knowledge of government bodies, strong oral and written communication skills including public speaking.

REPORTS TO: BOARD OF DIRECTORS

EASTSIDE LITERACY COUNCIL

JOB DESCRIPTION

TITLE: LIBRARIAN

GOALS: To organize and coordinate all areas of the ELC Library. The Librarian is responsible for the budgeting, management, and operation of the library.

DUTIES: Training and supervision of all library staff:

Development and application of library policies and procedures in the areas of acquisitions, cataloguing, periodicals, collection development, and reference and information service:

Responsibility for communication between the library and the rest of the organization through correspondence, publicity and by attending meetings when necessary:

Maintaining an awareness of the current directions taken in the field of literacy and adult education:

Submission of a month end report to the Executive Director regarding library activities:

Serving on the Library Committee and fulfilling other ELC duties as requested.

QUALIF: An MLS from an American Library Association accredited institution is required along with the ELC Tutor Training workshop. A knowledge of special libraries, professional library standards such as AACRII and MARC, and library automation is an asset. Good written and oral communication skills are also an asset.

TIME: 25 hours a month minimum is required for this position.

REPORTS TO: EXECUTIVE DIRECTOR



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## WASHINGTON STATE WORK STUDY PROGRAM
## JOB DESCRIPTION

A Job Description form must be completed for each State Work Study position offered by a participating employer. Instructions for completing the form may be on the back of this page. **EMPLOYERS SHOULD TYPE THEIR RESPONSES.**

1. Literacy Administrative Assistant
   JOB TITLE

2. $_____ to _____
   Pay Range: Minimum and maximum pay range to be paid for this position

3. Effective dates of this Job Description: _____ to _____

4. JOB DESCRIPTION: (Be specific and provide detailed description of duties.)
   1. Receive training in methods of teaching reading, writing, and math skills to under-educated adults. Training time paid at regular hourly rate.
   2. Serve as a resource person to the literacy tutors.
   3. Help the coordinator in locating and assessing the educational needs of the under-educated adult learners.
   4. Assist the coordinator in training and sharing sessions with volunteer tutors.
   5. Assist the coordinator in maintaining pertinent records.
   6. Tutor under-educated adults in reading, writing, and/or math skills three to four times weekly.
   7. Other related duties as assigned.
   8. Interview perspective volunteer tutors.
   9. Match volunteer tutors with adult students.
   10. Assess education needs of adult students.

5. EDUCATIONAL BENEFITS TO BE DERIVED BY STUDENTS IN THIS JOB:
   1. Providing help to adults with great educational needs.
   2. Adding to personal resume and potential references.
   3. Opening opportunities for further training and skills development in teaching.
   4. Gaining new skills in teaching reading, writing, and math, as well as administrative procedures.
   5. Gaining skill in working with people with diverse backgrounds and cultures.

6. MINIMUM QUALIFICATIONS:
   1. Ability to work independently with people of varying backgrounds, abilities, and cultures.
   2. Desire to gain new skills in teaching, reading, writing, and math.
   3. An understanding of the needs of the under-educated adult.
   4. Ability to serve as a resource person to others.
   5. Leadership ability.

7. _____
   Name of employing business or organization

8. _____
   Federal I.D. Number of Social Security Number if employer is a sole proprietor

9. BY: _____ (  )_____
   Signature of legally authorized representative signing time sheet  Phone

# STAFF ORIENTATION AND TRAINING ACTIVITIES

T A C O M A  C O M M U N I T Y  H O U S E

ADULT LITERACY PROJECT
383-3951

WORK STUDY ORIENTATION GUIDE

1. LITERACY PROJECT SITE LOCATIONS

There are six sites for literacy/ESL tutoring.

1) Tacoma Community House (TCH) - (383-3951) 1314 South "L" Street. The building is open for tutoring on Mondays, Tuesdays, Wednesdays and Thursdays from 8:00 am - 8:30 pm. Tutoring space is available in Rm 14, 15, 16, & 21. If all are in use, see Literacy staff. Evenings, ask one of the work study students to help you.

2) Pierce College - (964-7346) Adult Education Center on Campus. Hours vary. See coordinator for tutoring space.

3) Pacific Lutheran University (PLU) - (535-7411) 121st & Pacific Avenue. See coordinator for tutoring space and hours.

4) Gig Harbor - (857-2633) Purdy Fire Station on 144th. Hours vary. See coordinator for tutoring space.

5) Plaza Hall - (272-0906) 1415 Center Street. Hours vary. Coordinator and tutors work with clients in a substance abuse treatment program.

2. SERVICES

Each of the six sites offers one-to-one tutoring. In addition, TCH and some of the other sites offer small group instruction in reading, writing, spelling, pre-GED, GED, pre-employment and/or parenting skills.

The literacy project is only one of the programs available to clients at TCH. There are a number of services primarily centering around the needs of limited English speakers. Among these are outreach, employment, counseling, English as a Second Language (ESL) classes, and ESL training project.

3. SIGN-IN

If you tutor at Tacoma Community House, please sign in on the tutor hours pad just inside the door of Room 22 each tutoring session. If you tutor at a site other than TCH, your site coordinator will explain how to report tutoring hours. It is very important that you report your hours in a timely manner so that site coordinators can complete monthly reports to our funding sources.

4. MONTHLY PROGRESS REPORT

We would like to encourage you to complete an attached Progress Report for each student every month. This is especially important in case you cannot tutor your student. It will give us or a new tutor information concerning methods and materials you are using and their effectiveness.

5. MATERIALS

The books and other materials in the TCH Literacy library are for you to use. Materials and books are located in the steel cabinet in Room 22. You are asked to check out materials by completing the checkout sheet in each book. Leave this form in the designated box in the metal file cabinet. When you return materials leave them on the desk across from the book cabinet with a note telling who & when the books were returned. You may keep the books for as long as you need them. Other sites should consult with the site coordinator for book check out procedures.

6. COPYING

Please keep copying to a minimum and use the copy machine in Room 22 at TCH rather than the one in the front office. See your site coordinator for how to operate the copy machine.

7. TELEPHONE

If you need to use the telephone at TCH, lift the receiver, depress one of the unlit pushbuttons 1-6 on the right, and dial 9 before dialing the number you wish to call. Other sites should consult with site coordinator for phone procedures.

Please keep any calls short in duration. Please do not make any long distance calls. If the need arises to call a student long distance, please contact Bob Strobe or Dianne Sekas to place the call.

Remember, that this is a place of business, and phone lines should be left open for legitimate business. We recognize that you may find it necessary to make a personal call

occasionally.

8. ATTENDANCE

You are expected to be at work according to a work schedule agreed upon by you and your supervisor. Adjustments to work hours can be made to accommodate classes and/or examinations.

9. ABSENCES

When absent because of illness or emergency, be sure to telephone your supervisor, as well as each of your clients. Please do not expect your supervisor to contact your client if you are absent. Please schedule advising, counseling, financial aid appointments, etc., outside of work hours. Habitual absences are cause for termination.

10. BREAKS

Breaks should be worked into your schedule between clients. Certainly, you and your client may take breaks together.

At TCH, bathrooms are available in the hall opposite Room 14. Water fountains are down the next hall. The TCH staff lounge is available for breaks and eating lunch.

11. TIME SHEETS

It is best to document your time each day to ensure an accurate record of hours worked each month. Time sheets should be completed with your signature and turned in to your supervisor on the day designated on your time sheet. Hours on the timesheet can include time taken off for approved work-related workshops and training sessions. Be sure to show only hours and half hours on the timesheet, no minutes. (see timesheet instructions)

IT IS OF UTMOST IMPORTANCE TO TURN IN A PROJECTED, ACCURATE TIME SHEET ON THE DUE DATE EACH MONTH.

See the attached Sample Time Sheet for how to complete it. If you have any questions, please see your site coordinator.

12. MAKING UP HOURS

Hours missed for legitimate reasons can be made up by making special arrangements with your supervisor and clients. These hours should be made up as soon as possible.

13. WORK HABITS

You are expected to meet with your client (Work Study-Tutor) or complete clerical tasks (Work Study-Clerical) as assigned by your site coordinator. If your client is absent, please see your site coordinator to be given other tasks to do.

It is also important to communicate with your adult student, if they are absent, to share your concern and recognize their commitment to tutoring.

Please check your mailbox each time you are at work.

14. CONFIDENTIALITY/TRANSPORTATION

Tacoma Community House continually receives requests from outside resources for information about students, both past and present.

Information regarding student records is to remain confidential. Student employees should consult with their site coordinator if confidential information is requested.

Tacoma Community House does not encourage employees to transport clients in automobiles nor does it assume liability.

Please read and sign the attached form concerning transportation and confidentiality.

15. AVAILABILITY OF SITE COORDINATOR

It is our intention and one of our prime goals to be available as a resource to you. If we are not at TCH when you want to contact us, leave us a note or call us to set up a time for us to meet. We want to communicate with you on a regular basis. We will inform you about times and dates for regular share meetings.

Thank you for taking on this most important responsibility. You will make a difference in your student's life!

Bob Strobe, Literacy Coordinator

Dianne Sekas, Assistant Literacy Coordinator

# LAC
## English as a Second Language [ESL]
## Service Guidelines

The LAC will, in the future, limit the number of students to which tutoring and instructional classes are offered. (These guidelines do not pertain to Talk Time, for which enrollment will remain open.)

One-on-one tutoring and instructional classes (again, not including Talk Time) are available only to:

- **ESL Level 1*** (Survival Level) students
- students not receiving instruction elsewhere (i.e., community colleges, etc.).

- Current student/tutor pairs will not be affected by this change in policy.
- If a surplus of available tutors occurs or space is found in small classes, ESL Level 2* (Beyond Survival Level) students not receiving instruction elsewhere may also be offered one-on-one or classroom instruction.
- ESL Level 3* students should be encouraged to attend Talk Time, which offers them an excellent opportunity to polish their conversational skills. Tutors and other instructional classes, however, will no longer be offered to this population.

### LAC Staff and Evening Office Managers:

When prospective ESL students call, it will be up to you to make a quick decision re their probable level. Start by taking their names and phone numbers (these should be noted on the list within the yellow *ESL Students Waiting for a Tutor* file on Anne's desk). Ask if they are currently attending ESL classes or receiving tutoring anywhere else. Then explain Talk Time, and invite them to whichever session works best for them. If by this time you strongly suspect they are Level 1* students, clearly mark them as such in the "Notes/Comments" section of the list in the yellow *ESL Students Waiting for a Tutor* file, and we will call them to set an assessment appointment.

### Talk Time Coordinators:

Please notify LAC staff of any Talk Time participants who are obviously in dire need of a tutor, or whose English level makes participation in Talk Time exceptionally difficult.

---

* For the purposes of the above guidelines only, ESL Levels 1, 2 and 3 will be defined as followed:

- Level 1 students are:
  - those whose English skills are too low for them to participate effectively in Talk Time
  - unable to communicate clearly over the phone (for instance, setting an assessment appointment is either very difficult or impossible)
- Level 2 students are:
  - able to communicate with some difficulty over the phone (that is, can give and receive pertinent information
  - able to participate with some success in Talk Time, but their English is still quite broken
- Level 3 students:
  - speak nearly fluently, with only occasional lapses in vocabulary, tense, etc.



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OFFICE ASSISTANT/WORK STUDY RESPONSIBILITIES

1. Always be pleasant and friendly as you greet anyone who enters the lab.

2. Answer phone in R205 ("Literacy Center, this is _____"), when Carol is out of office or helping someone. Take messages and include date and time of call and your name or initials. Deliver message to tutor, student, or staff member as soon as possible.

3. Pick up mail in mornings. Before 2:00 pm, fill out postal data form for mail and deliver to Adult Ed Office.

4. Check copy folder daily and make copies as needed.

5. File our library cards in 3 x 5 box and return books to racks when students have returned them.

6. Assist new students in filling our Student Questionnaire and other forms as time allows. Set up assessment appointment with Arlene or Karen D. Have forms filled out completely.

7. Assist students if tutor is absent - take them to the computer lab, if available, or the library after you have been shown where the Learn to Read video lessons are kept.

8. Always notify staff if you are unable to be here. If you need time for school work, talk to Carol for rescheduling your time.

9. Do not encourage your friends to visit you here and limit phone calls to office matters. Please do not eat at your desk.

10. If you are working on a big project, leave a note for the next office assistant stating what to do.

11. Familiarize yourself with materials on the shelves, in files and in the computer lab so that you can better assist the tutors and students. File, reshelve books, keep lab neat.

12. Make up new student files with all forms needed.

13. Make up envelopes to send to prospective tutors with current training schedules and forms. Help with mailings.

14. Add up grocery receipts, per directions, and give to Karen D.

15. Keep study areas clean and picked up. Straighten out materials in office on your desk, credenza, file cabinets and coffee table.

16. Check lesson files in file cabinet and refill as needed. Notify staff when you notice any supplies or forms are running short.

17. Design and produce a "Lesson of the Week" as needed.

18. Organize inactive student file drawer - alphabetize files and remove hanging files for use with active students. Remove workbooks from inactive files, but note on Lesson Plan form which ones were removed.

19. If you have time for special projects, see staff.

## Volunteer Orientation Check-off List

Papers Needed:
- __ Opportunities/Program Sheet
- __ Specific Job Descriptions
- __ Interview Questions
- __ Volunteer Manual
- __ Volunteer Contract

Review Office Communication Systems:
- __ Volunteer mailboxes (Work Request Form)
- __ Sign "in" & "out" sheet
- __ Volunteer phone list
- __ Volunteer staff meetings

Specifics to cover if appropriate:
- __ *Files* - where to find information related to area of volunteer work.
- __ *Supplies* - office, work room, rectory; those that apply to volunteer tasks.
- __ *Codes & Keys* - outside, office, elevator, work room, rectory; those applicable.
- __ *Training for specific tasks* - how to use certain equipment depending on job role; computer, answer machine, photocopier, FAX, etc.
- __ *Records* - time sheet (optional), Quarterly Reports.
- __ *Program contact people* - Refugee Program Staff, immediate supervisor, Program Coordinator, co-workers/fellow volunteers, Social Outreach Minister.

Job Specific Information

Field Trip
- __ *Field Trip File* - "Field Trip Log", field trip ideas, complimentary tickets, eligible drivers list, etc.
- __ *Parish vans* - capacity, procedures for reserving.
- __ *driver's license* - photocopy current Washington d.l..
- __ *Publicity possibilities* - newsletter, announcements, flyers. May coordinate flyers with computer volunteers.
- __ *Talk Time* - Trips may be done in conjunction with this. Talk Time participants can learn much from field trips.
- __ *Phone list* of others interested in helping with field trips.

Administrative
- __ *Equipment* - phone, answer machine, photocopier, office computer (GeoWrite & GeoDex), ...
- __ *Supplies* - paper, letterhead stationary, envelopes, labels, stamps, pens, pencils, file folders, filing system,...
- __ *Contacts* - besides those above, rectory office staff.
- __ Paper - Admin. Tasks, Info Packets - Referrals __ Files.

Citizenship Class
- __ *Contacts* - besides above, current & past coordinators.
- __ *Supplies* - citizenship materials, photocopier, etc.
- __ *Publicity* - bulletin request forms, flyers, computer, newsletter, press releases (GeoDex),...

| | |
|---|---|
| Talk Time | _ *Location* - upstairs classrooms.<br>_ *Supplies* - Talk Time info in the work room, photocopier.<br>_ *Contacts* - TT coordinator, fellow volunteers,....<br>_ *Papers* - Awareness Contract, Job Description, volunteer application, TT evaluations. |
| Computer | _ *Equipment* - computer programs, printer, procedures, program manuals, data files, ...<br>_ *Supplies* - mailing labels, paper, printer ribbons, ...<br>_ *Contacts* - besides above, computer trainer(s)/volunteers. |
| Coffee Hour | _ *Facilities* - kitchen, hall, rectory, freezers, office ...<br>_ *Supplies* - hospitality closet, equipment, Refugee Program display and information, name tags, next door stuff, ...<br>_ *Papers* - Coffee Hour procedures, Coffee Hr. volunteer phone list, how to make tags (computer), floor plan, sign-up sheet for shifts, ...<br>_ *Contacts* - Parish Hospitality trainers, Refugee Program Volunteer Supervisors, volunteer list, ... |
| Library | _ *Equipment* - computer (Paradox library data).<br>_ *Procedures* - checking out books, re-shelving materials, ...<br>_ *Files* - "Library Check-out List", catalog of current library materials, library "lay-out" map and "use" handout, resource catalogs/book lists, information on the book exchange with "The Reading Place" in the Seattle Public Library and contacts, codes for material classification, lending library, video library, ...<br>_ *Contacts* - library trainer, Program Consultant, other library programs, ... |
| Newsletter | _ *Equipment* - computer wordprocessing and layout programs, photocopier, FAX machine, ...<br>_ *Supplies* - paper for printer, photocopier, work room, ...<br>_ *Contacts* - newsletter editor, rectory office staff, other newsletter computer volunteers, ... |

## What Fits . . .

STAFF
- enthusiastic, concerned and committed staff
- staff has good sense of program's focus
- commitment to quality program
- VISTA connection
- staff hours slated for development
- open lines of communication (staff meetings)
- staff know and work with program limits
- Sr. T

LOGISTICS
- improved room assignments and use
- parish support
- newsletter - LYNN
- computer notebook

STUDENTS/TUTORS
- broad, dynamic student population
- group of hard core tutors/volunteers
- volunteers are great resources
- enthusiastic volunteers

## What Pinches . . .

- office space
- staff work overload and under-hours
- Jen can't be in touch w/ staff like she'd like to
- part-time positions - hard to get everything done
- can't follow up on matches
- lack of money - for more staff time, staff development, board development
- we send out too much stuff
- computer system - wimpy!
- printer - more wimpy!
- loss of newsletter editor
- volunteers in limbo - esp. support vols
- difficulty in communicating w/ students - language and culture barrier

## Staff Agenda, Jan. 21 , 1993

| Mins | Item |
|---|---|
| 5 | prayer/reflection<br>affirmations ("one of the things I like most about working w/ ___ is . . .") |
| 2 | add to/drop or revise agenda |
| | PARTICULAR ISSUES |
| 20 | what fits, what pinches |
| 8 | raising vol. commitment to 6 mos., possibly students too? |
| 15 | 9/11/93 conference topic ideas?<br>volunteer inservice, recognition and support ideas |
| 10 | student follow-up/support<br>open intake of students again? |
| 10 | What is the board? - future, goals |
| 20 | next six mos, summer plans<br>- Jen's maternity leave<br>- personal goals<br>- action plans |
| 20 | United Way/King Co. Community Literacy Coalition request for proposal |

## 6 months commitment - Pros/Cons

VOLUNTEERS:

Pros
- continuity
- less training
- better student/tutor rapport
- volunteers w/ more serious view of commitment to program

Cons
- rule out vols who can't make commitment
  - esp. those looking for short-term (peace-corpsers)

CONSENSUS:

For Vols - push for 6 months, be flexible if it is impossible

For Students - look into better ways of assuring interest/motivation
- perhaps more hoops?

## Volunteer Inservice

Purpose: educational, not necessarily related to tutoring

Who: anyone -- volunteers, parishioners, comm. members

Will call it a forum

Test pilot will happen after next newsletter

Ask tutors/vols about topics - keep list by phone

NOAH in charge

## 9/11/93 Conference Topic Ideas

For students:
- job hunting tips
- what to say to your boss
- how to say "no," "I don't understand"
- crime scams
- taxes

For staff:
- $ resources / funding
- how to make your library user friendly
- how to involve students
- develop student leadership (esp. ESL)

For tutors:
- writing your own tutor materials
- publishing your student's work
- how to extract from a (text)book

## Volunteer Support/Recognition Ideas

*Birthday Cards
*Umbrella Mentorship program
*Christmas party
*Volunteer or Student feature in *Connections*
*Thermometer of volunteer hours
*Photo gallery

## Student follow-up and Support

*Provide welcoming atmosphere
*Give office tour.



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# STAFF EVALUATION ACTIVITIES

**TACOMA COMMUNITY HOUSE**
**PERFORMANCE APPRAISAL**
**A STAFF DEVELOPMENT TOOL**

DATE: _____ DATE OF LAST REVIEW: _____

NAME: _____ POSITION: _____

| | | | | | | |
|---|---|---|---|---|---|---|
| KNOWLEDGE OF WORK<br>Consider knowledge of job gained through experience; general education; specialized training. | Well informed on all phases of work. | Knowledge thorough to perform without assistance. | Adequate grasp of essentials. Some assistance necessary. | Requires considerable assistance. | Inadequate knowledge. | COMMENTS |
| QUANTITY OF WORK<br>Consider volume of work produced under normal conditions. Disregard errors. | Rapid worker. Unusually big producer. Completes work on time. | Consistently turns out good volume. Does extra work when asked. | Average. Completes assigned work only. | Volume below average. Occasionally fails to complete work on time. | Very slow worker. | |
| QUALITY OF WORK<br>Consider neatness, accuracy and dependability of results regardless of volume. | Exceptionally fast to learn and adjust to changed conditions. | Consistently good, seldom necessary to check work. | Acceptable; occasional errors or rejections. | Often unacceptable, frequent errors or rejections. | Too many errors or rejections. | |
| VERSATILITY<br>Consider speed with which employee masters new skills and routines and grasps explanations. | Exceptionally fast to learn and adjust to changed conditions. | Learns rapidly. Retains instructions. | Average instructions required. Is making normal progress in acquiring job skills. | Requires repeated instruction. Slow to acquire job skills. | Very slow to absorb. Requires repeated instructions. | |

SIGNATURES: I acknowledge that the above evaluation has been discussed with me and understand my signature does not imply agreement or disagreement.

_____ EMPLOYEE

_____ SUPERVISOR





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| | | | | | | COMMENTS |
|---|---|---|---|---|---|---|
| **INITIATIVE**<br>Consider the tendency to contribute, develop and/or carry out new ideas or methods. | Initiative results in new or improved services. | Very resourceful. Welcomes additional duties and responsibilities. | Shows initiative; accepts responsibility. | Rarely shows any initiative. Must be assigned work. | Needs constant prodding and direction. | |
| **JUDGEMENT AND COMMON SENSE**<br>Thinks intelligently and makes decisions logically. | Demonstrates exceptionally good judgement. | Judgment usually of a high degree. | Fairly reliable. | Inclined to be illogical. | Poor. Unreliable. | |
| **DEVELOPMENT**<br>Judge capacity and ambition for future advancement. | Demonstrates ability to do high level work. | Capable of developing beyond present level of work. | Catches on quickly and desires advancement. | Does not appear to be qualified for advancement presently. | Shows little or no interest in promotion/ development. | |
| **CLIENT RELATIONSHIPS**<br>Consider manner of handling business relationships. | Provides exceptional service to clients and others. | Courteous and businesslike in all client relationships. | Performs satisfactorily in dealing with clients and others. | Has frequent difficulties with clients. Shows reluctance to improve client relationships. | Poor handling of clients resulting in inability to provide service. Receives frequent complaints. | |
| **STAFF RELATIONSHIPS**<br>Judge ability to work and get along with coworkers and supervisors. | Always pleasant, courteous, friendly and helpful. Extremely cooperative in all working relationships. | Cooperative and helpful in daily work relations. Above average. | Works satisfactorily with others. | Occasional differences with staff resulting in disruption of work. | Frequently uncooperative and critical of others. Cannot work as a team. | |
| **SUPERVISORY SKILLS** | Demonstrates high level of leadership; sensitive to supervisee's needs. | Good rapport with supervisees. | Adequate supervisory skills. | Needs to upgrade supervisory skills. | Lacks skills to be an effective supervisor. | |

| | | | | | | |
|---|---|---|---|---|---|---|
| SUPERVISION NEEDS | Requires almost no supervision; shows initiative and follow-through. | Requires little supervision; able to organize work well. Self-starter. | Requires normal supervision, exercises judgement and common sense; follows directions. | Requires considerable supervision. | Requires constant supervision; has difficulty following directions. | COMMENTS |
| SUPERVISION ATTITUDES | Seeks out suggestions and constructive criticism. | Responds well to suggestions and constructive criticism. | Accepts supervision and direction satisfactorily. | Occasionally resists direction and supervision. | Frequently unwilling to accept direction and supervision. | |
| GENERAL ATTITUDE<br>Consider attitude toward job and agency. | Enthusiastic about job; booster of TCH. | Happy on job; favorable attitude toward TCH. | Seems to be satisfied with job and agency. | Shows little interest in either job or TCH. | Seems unhappy on job; critical of agency. | |
| PERSONAL APPEARANCE | Personal appearance always appropriate for job requirements. | | Personal appearance usually appropriate for job requirements. | | Personal appearance inappropriate for job requirements. | |
| PUNCTUALITY AND ATTENDANCE | Exceptionally punctual. Rarely absent. (1 occasion during last 6 months). | Occasional absenteeism. (2 to 4 occasions during last 6 months). | Frequently absent. (5 or 6 occasions during last 6 months). | Frequent inexcusable absences and tardiness. (7 occasions or more during last 6 months). | | |

SUPERVISOR'S PLAN FOR EMPLOYEE'S DEVELOPMENT

(1) Items of employee's strongest job performance: _____

_____

(2) Items needing greater effort and attention for improved employee performance: _____

_____

(3) Plan for improving employee's performance (list specific individual or supervisory action required for improved job accomplishment, including training and development activities): _____



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(4) List training events attended since last evaluation (regular classes, continuing education, conferences/seminars):

_____

_____

(5) Job Description: The job description for this position is: Appropriate ____

Needs to be updated ____

(6) Comments: _____

_____

_____

_____

_____

_____

**OVERALL PERFORMANCE**

*APPRAISAL TERMINOLOGY:*

0 = ***NOT OBSERVED/NOT RELEVANT***—This factor in question is either not applicable to the position being evaluated, or the rater simply cannot make a judgment concerning the particular attribute.

1 = ***INADEQUATE***—Inadequate performance is performance that leads one to consider an employee a liability rather than an asset. This rating is to be used when an employee clearly fails to meet the minimum requirements of the area being appraised.

2 = ***BELOW NORMAL***—This is performance that is below what can reasonably be expected of an employee after a reasonable period of time and training. It is nonsatisfactory performance.

3 = ***NORMAL***—is that which you can reasonably expect of a competent person. It is performance that is "Satisfactory."

4 = ***ABOVE NORMAL***—Above normal performance is performance that exceeds the requirements of the job. It is performance above that which you would expect of a normal, fully competent person in this position.

5 = ***OUTSTANDING***—Genuine outstanding performance is all you can possibly expect for the area described. It is performance that conspicuously stands out. It is performance that is uncommonly excellent.

*SUMMARY OF OVERALL PERFORMANCE*

0 1 2 3 4 5



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St. James Refugee Program
January 1993

## STAFF EVALUATION

This form is meant to provide you with an opportunity to 1)pat yourself on the back and celebrate what you are proud of in your work, 2)evaluate where you are compared to where you would like to be and to set goals for yourself in the coming year, and 3)provide feedback to your superviser in ways she can be more effective when working with you.

Please allow time for introspection and self-growth. Feel free to add any other comments on the back of this sheet. Please return this form to Jennifer by January 12th. You will then share this information with Jennifer verbally before our staff retreat on January 21. During the retreat we will work on ways we can more effectively support each other.and labor as a group.

What do you feel especially proud of or pleased about in your work or the program?

What do you want to achieve in your job - both for the program and for yourself?

What gets in the way of doing your job better (or, what are your frustrations)?

How clear are the tasks to do, amount of work, and quality of work expected of you by Jennifer?

How well do you feel Jen knows what you do and how well do you feel Jennifer commends you for what you do? How could feedback be more effective for you?

How can you help make your job a means of achieving your career goals?

Any other concerns, comments, suggestions, etc....

| EMPLOYEES NAME | DIVISION | TITLE | EVALUATION PERIOD / / to / / | EVAL. DATE / / |
|---|---|---|---|---|

| | | |
|---|---|---|
| 1. QUALITY OF WORK:<br><br>COMPETENCE, ACCURACY, NEATNESS, THOROUGHNESS. | | OUTSTANDING<br>EXCEEDS EXPECTATIONS<br>MEETS EXPECTATIONS<br>NEEDS IMPROVEMENT<br>UNSATISFACTORY |
| 2. QUANTITY OF WORK:<br><br>USE OF TIME, VOLUME OF WORK ACCOMPLISHED, ABILITY TO MEET SCHEDULES, PRODUCTIVITY LEVELS. | | OUTSTANDING<br>EXCEEDS EXPECTATIONS<br>MEETS EXPECTATIONS<br>NEEDS IMPROVEMENT<br>UNSATISFACTORY |
| 3. JOB KNOWLEDGE:<br><br>DEGREE OF TECHNICAL KNOWLEDGE, UNDERSTANDING OF JOB PROCEDURES AND METHODS. | | OUTSTANDING<br>EXCEEDS EXPECTATIONS<br>MEETS EXPECTATIONS<br>NEEDS IMPROVEMENT<br>UNSATISFACTORY |
| 4. WORKING RELATIONSHIPS:<br><br>COOPERATION AND ABILITY TO WORK WITH SUPERVISOR CO-WORKERS, STUDENTS AND CLIENTS SERVED. | | OUTSTANDING<br>EXCEEDS EXPECTATIONS<br>MEETS EXPECTATIONS<br>NEEDS IMPROVEMENT<br>UNSATISFACTORY |
| 5. SUPERVISORY SKILLS:<br><br>TRAINING AND DIRECTING SUBORDINATES, DELEGATION, EVALUATING SUBORDINATES, PLANNING AND ORGANIZING WORK, PROBLEM SOLVING, DECISION MAKING ABILITY, ABILITY TO COMMUNICATE. | | OUTSTANDING<br>EXCEEDS EXPECTATIONS<br>MEETS EXPECTATIONS<br>NEEDS IMPROVEMENT<br>UNSATISFACTORY |
| 6. COMMUNICATION:<br><br>COMPREHENSION OF ORAL AND WRITTEN DIRECTIONS, LISTENING SKILLS, ORAL AND WRITTEN COMMUNICATION. | | OUTSTANDING<br>EXCEEDS EXPECTATIONS<br>MEETS EXPECTATIONS<br>NEEDS IMPROVEMENT<br>UNSATISFACTORY |



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| 7. SPECIFIC ACHIEVEMENTS (Attach additional sheets if necessary) |
|---|
| |

| 8. PERFORMANCE GOALS FOR THE NEXT EVALUATION PERIOD |
|---|
| |

| 9. TRAINING AND DEVELOPMENT SUGGESTIONS |
|---|
| |

| 10. ATTENDANCE (Supervisor's Comments) |
|---|
| |

| SUPERVISOR'S NAME (print or type) | SUPERVISOR'S TITLE | SUPERVISOR'S SIGNATURE | DATE EVALUATED |
|---|---|---|---|
| | | | |

| EMPLOYEE'S COMMENTS |
|---|
| |

| This performance evaluation was discussed with me on the date noted above. I understood that my signature attests only that a personal interview was held with me; it does not necessarily indicate that I agree with the evaluation. | EMPLOYEE'S SIGNATURE | DATE SIGNED |
|---|---|---|
| | | |

| REVIEWER'S COMMENTS |
|---|
| |

| REVIEWER'S NAME (print or type) | REVIEWER'S TITLE | REVIEWER'S SIGNATURE* | DATE REVIEWED |
|---|---|---|---|
| | | | |

* A copy of the signed annual evaluation form will be provided to the employee upon request.

1-12-3aEVALMAST.FRM



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EMPLOYEE NAME: _____

|___| 6-month trial service

|___| Annual Review

|___| Other _____

# EMPLOYEE PERFORMANCE EVALUATION

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

## DEFINITIONS OF PERFORMANCE RATING CATEGORIES

*(Attach extra sheets if needed)*

OUTSTANDING* - The employee has exceeded all of the performance expectations for this factor and has made many significant contributions to the efficiency of this organization through such performance.

EXCEEDS EXPECTATIONS - The employee regularly works beyond a majority of the performance expectations of this factor and has made significant contributions to the efficiency and economy of this organization through such performance.

MEETS EXPECTATIONS - The employee has met the performance expectations for this factor and has contributed to the efficiency and economy of this organization.

NEEDS IMPROVEMENT - The employee has failed to meet one or more of the significant performance expectations for this factor.

UNSATISFACTORY* - The employee has failed to meet the performance expectations for this factor.

* *Give specific examples of this employee's performance*

1-12-31aEVALMAST.FRM
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# PROGRAM EVALUATION INPUT FROM STUDENTS

SNOHOMISH COUNTY LITERACY COALITION
STUDENT SURVEY
JUNE 1992

Dear [redacted],

How well has the tutoring program helped you to achieve your goals?
Please take a moment to answer these questions.

1. Do you read better now than before working with a tutor?
   A little. I am getting better at reading.

2. Do you enjoy reading more?
   Yes!

3. Do you read to your children?
   I did before.
   Now I read more and better

4. Has tutoring helped you understand what you read?
   Yes!

5. Has tutoring made you want to keep on learning?
   Yes!

6. In what other ways has your tutor helped you?
   She has make me Stop, go-
   back and look what I read or
   wrote. I Still need alot of
   help. If you can't tell.

Any other comments?
She help make things clear. She also made it fun to learn
She make me understand what I
write and read She make me feel
good about myself. Her name is Janet [redacted]
Thank you for answering these questions.

Please mail or bring this survey to:

Carol Smith, Literacy Center
Everett Community College
801 Wetmore Avenue
Everett, WA 98201



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**MOSES LAKE LITERACY COUNCIL**

A NON-PROFIT CORPORATION

P.O. Box 820 • 604 W. Third
Moses Lake, Washington 98837

Phone: 509-765-9206 ext. 241

APRIL 1, 1991

STUDENT VIEWPOINT

1. ARE YOU ENJOYING YOUR LEARNING PROCESS? WHAT DO YOU THINK COULD BE DONE TO IMPROVE THE PROCESS FROM YOUR VIEW?

2. ARE YOU SATISFIED WITH YOUR PROGRESS AT THIS POINT?

3. ARE YOU STUDYING WHAT YOU FEEL YOU WANT AND NEED TO STUDY?

4. HOW DO YOU FEEL ABOUT YOUR STUDIES?

5. HOW DO YOU FEEL ABOUT YOUR LEARNING OPPORTUNITIES?

TALK TIME EVALUATIONS - STUDENTS

Did you come to Talk Time regularly?_____ Has TT helped you become more fluent in the use of English?_____

Comments:_____

_____

Where did you hear about Talk Time?_____

_____

Were you comfortable with the order in which events occurred?

Are there suggestions you would like to make?_____

_____

Did you have the same tutor every week? yes____ no____

Did you like that? yes____ no____

Was Talk Time challenging enough? yes_____ no_____

Comments_____

Was Talk Time:

fun interesting too long too short

too low level too advanced

Were the topics helpful? yes____ no____

What else would you like to talk about?_____

_____

_____

Are you coming to Talk Time next quarter? yes____ no____

Comments:_____

_____

_____

EVALUATION OF LITERACY PROJECT
BY THE ADULT LEARNER

YOU DO NOT NEED TO SIGN YOUR NAME

Your answers to the following questions will help us improve our reading program. Please circle No, Sometimes, or Yes to the questions. Please circle NA if the question does not apply.

1.I would like a different tutor.....No Sometimes Yes NA

2.My tutor comes on time.....No Sometimes Yes NA

3.My tutor explains lessons clearly.....No Sometimes Yes NA

4.My tutor enjoys tutoring.....No Sometimes Yes NA

5.My tutor is friendly.....No Sometimes Yes NA

6.I would like my tutor to come more often.....No Sometimes Yes NA

7.I like the work my tutor gives me.....No Sometimes Yes NA

8.I would like my tutor to give me more work.....No Sometimes Yes NA

9.I am learning alot.....No Sometimes Yes NA

10.My reading is improving.....No Sometimes Yes NA

11.The program coordinator is interested in how I am doing.....No Sometimes Yes NA

12.The coordinator explains my tests and progress..No Sometimes Yes NA

13.I would like different material to read.....No Sometimes Yes NA

14.The library is a good place to work.....No Sometimes Yes NA

15.I now read more at home.....No Sometimes Yes NA

16.I want to continue being tutored.....No Sometimes Yes NA

17.Suggestions or comments:

Lewis-Clark Valley Literacy Council
Walla Walla Community College
P.O. Box 700
Clarkston, WA 99403-0700
(509) 758-1727

STUDENT QUESTIONNAIRE

Name _____

Entry level assessment 5+ Current level 8+

1) Since you started working with a tutor, how has improving your reading skills helped you?

2) Why do you want to improve your reading?
Check as many as apply

I read for personal enjoyment.
I read to my children.
I feel better about my skills and abilities.
I help my children with homework.
I feel better about myself.

3) What did you want to read when you started the program?

4) Are you now reading what you want to read?

5) If you are working or looking for work, has improving your reading helped you?
- Do your job better
- get a better job
- fill out job applications

- Get a promotion or raise
- Find a job
- Do something else

6) Were your reading assignments fun___ boring___?
Challenging___easy___?

7) Will you continue to work with a tutor?

8) Since you started working with a tutor, have you noticed any improvement in your reading ability?
No____Yes____
If yes, please describe the improvement(s)

9) Was it convenient to work at the college?
Why / why not?

10) Would it be more convenient to work at your home?
The tutor's home?

11) Would you be interested in group lessons?

12) Was the staff at the college courteous and helpful?

13) How did you hear about the program?

14) Do you understand how the program works ?

15) How could the program be improved?

16) Is there anything else you would like to tell us?

# PROGRAM EVALUATION INPUT FROM VOLUNTEERS

**PROGRAM EVALUATION QUESTIONNAIRE**

1. What tutoring methods have you found helpful and effective working with your student (s)? Why?

My student is interested to learn conversational English. I try to think of basic things/experiences that we can talk about: i.e. foods that we eat, clothing that we wear, holidays in her country (Panama) & holidays in the U.S.A. Riding a METRO bus, etc. - I make up lists of words, for each experience, as she can increase her vocabulary.

1a. Have you tried any method(s) that haven't worked well? Which one(s)?

2. What materials have been effective?

"easy to read" library books (3rd or 4th grade level) pictures, post card, map of Australia (I told her about my trip there.

she brought a picture book of Panama - we talked about Panama, cities, & her family living there. places of interest.

3. How might the tutor training workshop be improved?

this is just a thought on my part -

Do you ever have any group meetings / or social meetings where students (i.e. who speak Spanish) get together, to meet one another? I think my student would like to meet some young students living in the area (Burien) who are being tutored, & who speak Spanish.



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4. Have you identified "gaps" in your knowledge/experience that we might address through an In-service?

5. Do you receive enough support from staff and/or other volunteers? If no, how might this be improved?

Yes

6. Are you kept adequately informed of volunteer events? (i.e. In-services, training) Is there a more effective way of ~~keeping way of~~ keeping you informed?

Yes

7. Are you interested in participating in the Highline College Literacy Project in another capacity? (for example, clerical, newsletter, office manager, outreach).

Not at this time -

8. Are you willing to share an anecdote about yourself as a tutor, your student's progress, or anything having to do with your tutoring? The newsletter is enriched by student and tutor perspectives.

I can't think of anything special to tell about!

PROGRAM REVIEW

What kind of tutor training have you received? Please list all relevant training, even if it was offered by another agency. Be specific (e.g. ESL, Basic Literacy, Laubach, L.D. Workshop)

---

---

What information and/or exercises have you found useful? _____

---

Was there anything that you have not found useful?_____

---

Are there any topics you would like to see covered in future training sessions? (Please be specific) _____

---

---

Which books or materials are you using now for basic literacy?

---

For ESL? _____

What have you used in the past for basic literacy? _____

---

For ESL? _____

Which have you found most useful? _____

---

Least useful?_____

---

Do you adapt lessons to your student or follow lesson plan presented in the book?_____

---

What additional basic literacy materials would you find useful?

---

What additional ESL materials would you find useful?

---

Would you appreciate more contact with Wenatchee Valley Literacy?
With other tutors?
Would monthly tutor meetings be of interest?

Name_____ Date filled out _____

Phone_____ Best time to reach you _____

EVALUATION OF LITERACY PROJECT
BY THE TUTOR

PLEASE DO NOT SIGN YOUR NAME

Your comments/opinions on this evaluation form will help us improve the quality of our literacy program. Please answer the following questions on a 1-4 scale; 1 being strongly no and 4 being strongly yes. 0 does not apply. Please answer honestly and accurately.

| | NA | NO | | | YES |
|---|---|---|---|---|---|
| 1.I am interested in this Literacy Project..... | 0 | 1 | 2 | 3 | 4 |
| 2.I enjoy tutoring..... | 0 | 1 | 2 | 3 | 4 |
| 3.My knowledge and skills in teaching reading have increased as a result of tutoring..... | 0 | 1 | 2 | 3 | 4 |
| 4.My coordinator is knowledgeable about reading..... | 0 | 1 | 2 | 3 | 4 |
| 5.My coordinator is organized..... | 0 | 1 | 2 | 3 | 4 |
| 6.My coordinator gives clear explanations..... | 0 | 1 | 2 | 3 | 4 |
| 7.My coordinator helped me improve my skills..... | 0 | 1 | 2 | 3 | 4 |
| 8.My coordinator encourages regular, effective communication..... | 0 | 1 | 2 | 3 | 4 |
| 9.My coordinator is enthusiastic..... | 0 | 1 | 2 | 3 | 4 |
| 10.My tutor responsibilites were clearly defined..... | 0 | 1 | 2 | 3 | 4 |
| 11.Materials are readily available for tutoring..... | 0 | 1 | 2 | 3 | 4 |
| 12.Materials available are appropriate for adults..... | 0 | 1 | 2 | 3 | 4 |
| 13.Materials available are adequate..... | 0 | 1 | 2 | 3 | 4 |
| 14.The tutoring environment is conducive to effective learning..... | 0 | 1 | 2 | 3 | 4 |

15.Suggestions/comments:

TALK TIME EVALUATIONS - TUTORS

Were the coordinators helpful?_____ _____

Did you feel comfortable offering suggestions to the coordinators? If no, why?_____

_____

Were you comfortable with the order in which events occurred during Talk Time?_____

What would you change?_____

Did you have any specific problems?_____

_____

Do you feel the training was helpful?_____

_____

Would a training manual work in its place?_____

_____

Did you make use of the materials handed out?_____

If no, what worked better for you?_____

_____

What would help you more?_____

_____

Which topic(s) did you like the best?_____

_____

Which didn't work?_____

_____

The purpose of Talk Time is to get the students speaking English spontaneously and comfortably. Do you think we were successful?_____

_____

Did you feel involved in Talk Time?_____

How could we improve?_____

Did you have the same students every week?_____

Did you like that?_____

Were the meetings before and after each Talk Time helpful?

_____

Comments/suggestions?_____

_____

Did you have enough to do each time?_____

What would be helpful?_____

Any suggestions for Talk Time topics?_____

_____

Any ideas on additional student recruitment sources?_____

_____

Did you enjoy Talk Time?_____

Will you be returning next quarter?_____

Monday evening or Friday morning?_____

Comments:_____

_____

_____

_____

PLUS Volunteer Training and Tutoring
Small Group Instructional Diagnosis
conducted by Paul E. Borg

Meeting with nine volunteers, Feb. 16, 1993, 7:30 p.m.

A. What helps do you need to be a more effective tutor?
   1. More direct supervision to provide expertise
   2. Monthly meetings to share concerns
   3. Listing of new materials with instructions

B. What do you like about the program?
   1. Seeing results
   2. Interactions with students
      --dealing with motivated people
      --opportunity to meet a variety of people
      --learn tolerance
      --gain insights into other cultures
   3. Opportunity to contribute to our community by helping to mainstream those foreign-born
   4. The program's appoach

C. What improvements would you suggest, and how would you suggest they be made?
   1. More training (probably A.2 above)
      --brainstorming with other tutors
      --how to move up students (or down?)
      --explanation of materials and where to find them
      --procedures (evaluation, enrolling, testing, etc.)
      --acquaint tutors with other programs on the floor
   2. Don't leave new tutors alone; it's hard enough for experienced tutors
   3. More written instructions and knowing where to find them.
   4. Keep materials well organized and available
      --use a volunteer just for this?
   5. More recruitment of tutors...churches?
   6. Available pad for notes to Nancy and Betty
   7. Publicity for more students
      --Spanish radio and tv
      --distribute bi-lingual posters (this was done)
      --get commercial tv people here to spotlight the program

# PROGRAM EVALUATION INPUT FROM STAFF

**AGENDA FOR STAFF PLANNING MEETING**
April 23, 1992, 4:30 p.m.

| Min | | |
|---|---|---|
| 15 | Prayer / Reflection<br>Song and surprise | Kristen<br>Janie |
| 2 | Add to/ drop or revise agenda | Jennifer |
| 10 | Affirmations<br>(eg, "One of the things I like most about working with _____ is . . ." | Jennifer |
| 20 | Fits<br>Pinches - Solutions | Jennifer |
| | Program Particulars: | |
| 8 | tutoring in hall vs. 2nd floor<br>(pros/cons, what would we need to make it work) | |
| 2 | computer status (records on disks, creating files, etc.) | |
| 2 | tracking changes (colored tabs) | |
| 2 | coffee hour update | |
| 2 | newsletter update | |
| 2 | bathhouse theatre | |
| ? | other program updates | |
| ? | paperwork without a plan | |
| 30 | Dinner | |
| 20 | Summer Projects<br>Plans for our future:<br>work study hours / alternatives<br>Gareth - Costa Rica end of Aug.<br>- Intern w/ American Cultural Exchange<br>Kristen - IELI?<br>Janie - new VISTA<br>Jennifer - possible 26 hour or program admin 15 hr/Jen 19 hr | |
| 10 | What are we missing to be a Quality/Effective Program?<br>Action Plan | |
| 20 | Break into groups for Talk Time and student placement testing | |

## What Fits

* staff enthusiasm
* personable and welcoming staff
* staff has concern for people
* staff has common goals
* staff positions are defined and individual members have respect for others' responsibilities
* good concentration on making program quality and effective

## What Pinches

| Area | Solution |
|---|---|
| * limited time to work | - work on communication to make time efficient<br>- respect other staff's time constraints ("Can I get back to you later?")<br>- concentrate individually on time effectiveness<br>- work on paper flow / office operations<br>- maintain improvements (***Kristen***) |
| * confusion on new office systems (not using new office systems) | - simplify file system (***All***) |
| * not knowing people | - picture board of Who's Who<br>- find a place for the board<br>- budget for this (——) |
| * lack of knowledge about files | |
| * not knowing where things are | |
| * cramped cupboard space | - shelving<br>- budget for this (——) |
| * distractions in office | - partitions |
| * lack of understanding of computer<br>- programs, abilities<br>- how, what, why | - organize a training program with computer volunteers and staff (***Kristen, Gareth***)<br>- learn how to load and unload disks |
| * poor organization | - mailing labels/member list updated (***Gareth***) |
| * poor statistical compilation | - design user-friendly system that can be plugged into.<br>- have a volunteer take charge of this |

## To Be a Quality, Effective Program

| Staff | Area for Improvement |
|---|---|
| Jen | Professionalize and make accountable the budget and records |
| Kristen | Develop and make available to volunteers a catalog of books and resources available<br>- make it more user friendly<br>- have library saved on disk for backup<br>- have volunteer in charge of upkeep |
| Kristen | Hold a Book Fair<br>(coordinate with Janie and special project volunteer) |
| Kristen | Organize a volunteer-friendly file system for compiling good ideas |
| Jen | Concentrated planning time<br>- prepare for new VISTA action plan, possible new staff, long range plans |
| Jen | Stay accountable to Fr. Mike, other funders<br>- written quarterly and annual reports |
| Janie | Increase cultural exchange and awareness<br>- organize festival event or something? |
| G, Janie | Update, organize, obtain system for maintaining mailing lists/labels for:<br>publicity<br>newsletter<br>donors |
| ---- | Create identifiable logo |
| Janie, Jen | Finish volunteer manual |
| Kristen | Evaluate student intake and placement, research and revise |
| Jennifer | Learn about board development and fund-raising |
| Janie | Identify leaders within our volunteers and parish<br>Identify ways to let them blossom |
| Gareth | Develop system for PR, PSA, PR flyers, bulletin inserts, etc. |

Dreams

* Kristen wants direct ESL teaching experience
* Gareth would like to work on goal projects as time allows while working at American Cultural Exchange
* Jennifer and Janie want to complete their To Do lists

## Tutoring in Cathedral Hall

Advantages

- less room scheduling time
- less confusion over schedules, rooms, and keys
- more people in one area
- good PR (ease up rooms for other meetings)
- increased community spirit and interaction
- easy access to office and resource room
- less keys to use

Disadvantages

- noise and distractions
- less classroom resources
- some students might not want to be identified as a learner
- people may be inhibited
- interruptions of other programs (shelter, kitchen, special events, etc.)

Conclusion

Yes - if 2 to 3 white boards, pads, pens, and easels are provided

Items needed

- chalk board
- white board
- paper pads
- ways to decrease noise/distractions (movable partitions?)

Other considerations

- plan for logistics of special events in hall
- agreement with John

# PROGRAM EVALUATION INPUT FROM OTHERS

Attached is the result of the literacy questionnaire that was sent to YVCC and LARC in November, 1992. There were 51 questionnaires distributed and 25 were returned for a 49% response. Following are some comments and ideas to best utilize the information gathered.

1. The respondents who felt that literacy should be a separate component meant that individual reading help and instruction is necessary before a student can succeed in an ABE setting.

2. Most ABE instructors replied that they referred a student to literacy if they scored below the 8th grade level. All instructors refer appropriate students to literacy where this service is available.

3. One theme that surfaced often was the need to have volunteers become familiar with pre-GED materials so that they can better tutor students at the 6-8th grade level. When I do ongoing tutor trainings in January, I will ask an ABE instructor to present the social studies, English, math, and science materials and explain ways for tutors to aid students in these areas.

Although respondents feel we are all working hard to monitor students who rotate between literacy and ABE, some felt a need to meet more frequently to discuss individual students' progress. This quarter ABE gave us a list of students assigned to literacy and we provided their counselors with attendance and progress information. This worked well and we plan to do this more often next quarter.

4. Some volunteers prefer to work with higher level students in ABE. We will provide additional training to meet their needs as requested by the ABE instructors.

5. S.L. Start has requested volunteers to aid their students. At present we do not have extra tutors in Yakima, but we will work to accommodate this request. One idea that we will incorporate in our January retraining is to model and teach tutors how to use the Fry Readibility Scale to aid in selecting materials appropriate to a student's level. Another is to provide tutors with special training in using kinesthetic aids for students with learning disabilities.

6. Most who responded value volunteers' contributions to their programs. Those who did not feel working with volunteers was an appropriate use of their time feared the inconsistency of using volunteers or simply lacked time to work with them. One instructor commented "No, not at the moment. I have no extra moments".

This survey has provided me with insight as to instructors' needs and good ideas for training volunteers to help meet them.

## Literacy Questionnaire

I am soliciting information from the LARC staff regarding the literacy program to determine how we can better serve our student population. If you do not have a literacy program at your site, please respond as if you do.

1. How do you see literacy fitting in the ABE/ESL program? (Check any and all you agree with. Comments please.)

   As a feed in to pre-GED? 23 - Builds confidence and competence

   As a separate component? 14 - Both programs complement each other

   As a language acquisition opportunity for ESL students? 22 - Yes because subleties of word meaning must come through the exposure and variety offered through reading.

   Other? None

2. Do you currently assign students to literacy? Yes - 17

   If so, what criteria do you use? Most replied below 8th grade in comprehension, some replied below 6th. For ESL most felt the student had to be a high beginner in oral language. Instructors use the TABE and personal judgement to assign students to literacy.

   If not, why not? No - 5 not available, in Goldendale, not available in program. no room for program at Grandview Center.

3. How can we improve lesson continuity between literacy and other LARC components?
   This is difficult and takes a great deal of dedication. Must keep an "open line" between programs to discuss individual student's progress. Have tutors review handouts from ESL classes with students. Have constant meetings among the component

4. Do you currently have volunteers in your program? Yes - 12 (in addition to PLUS volunteers)

   How many? answers varied from 1 to 4

   How do they assist you? Coordinate transitional ed plans on case by case basis, assist disabled adults with reading, small group spelling, help with ESL conversation groups.

5. Do you have a need which volunteers could help you meet? Yes - 16, No - 5

   If so, what is the need? work with spelling groups, be listeners and work with ESL students, reading groups for science and social studies, small group work in p.m.

   How many hours per week? answers varied from 2-15 hours per week.

   What training would be necessary for the volunteers? instruct volunteers in available material, reading, basic math and English skills. help volunteers recognize and help students develop critical reading skills in Soc. Studies and science. instuct volunteers to aid with pre-GED students.

6. Do you feel it is an appropriate use of your time to work with volunteers? Yes-15 Allinstructors and volunteers should work together to enhance the delivery and quality of instruction

   Why or why not? Yes - it relieves me of some lessons I'm not able to teach. No - I'd need to prepare another lesson for a volunteer.

# EVALUATION PROCESS ACTIVITIES

## EVALUATION PLAN

PURPOSE:

--to assess how we are doing. (Have we met goals?)
--to note accomplishments & identify areas for improvement.
--to aid in planning goals & objectives for next year.

| WHO | WILL EVALUATE WHAT | HOW | WHEN |
|---|---|---|---|
| MCL staff | Performance<br>Accomplishments<br>Problems<br>Goals & Obj met & to what degree<br>Resources & skills needed | retreat | May |
| MCL board | Performance<br>Attendance<br>Accomplishments<br>Problems<br>Goals & Obj met & to what degree<br>Skills & resources needed<br>Positive volunteer experience? | meeting<br>survey | June |
| Volunteeers | Awareness of mission & goals<br>Relationship with staff<br>Needs (training, support)<br>Positive volunteer experience?<br>Appropriateness of match<br>Suitability of materials & methods<br>Learning center environment, access, & location<br>Suggestions for improvement | survey | May |
| Students | Use of and feelings about services<br>Personal goals being met?<br>Accomplishments<br>Problems<br>Needs<br>Learning center environment, access, & location<br>Materials<br>Instruction<br>Positive experience?<br>Suggestions for improvement | survey | May |
| Community | Public's perception of program & services<br>What doing well?<br>How can we serve you better?<br>Who are we not serving?<br>Communications adequate?<br>Suggestions for improvement | survey<br>focus gps<br>Needs Assessment | May |

# STUDENT OUTREACH MATERIALS

Mason County Literacy
mcl

January 20, 1993

Dear Mason County Business Owners,

Mason County Literacy is completing its second year of operation and has successfully served over 200 local adults and older youth with its Reading Improvement Program. This year's goal is to reach out to more people with information about our services, and with your help, we will accomplish that goal.

Free to all participants, our dynamic reading program provides basic reading and spelling building skills for individuals at various levels of ability. We have also expanded to serve those people for whom English is a second language.

Each student is interviewed and oriented to the program in a private, confidential, and respectful manner. My expectation is that participants agree to attend at least two, one-hour sessions every week for a three-month minimum time commitment. Learning centers are conveniently located in Shelton, with hours to accommodate different schedules.

Many poor readers feel embarrassed about their reading problems and hesitate to take action. With your support, this can be a positive experience. I have enclosed brochures and a flier for you to post or distribute. If you have any questions about our program, feel free to phone me.

I wish to share with you the excitement and personal satisfaction that accompany improved reading skills:

" I'm getting in control of my life, not afraid to tackle new jobs anymore."

" This program opened up a whole new world for me: Before I didn't enjoy reading so I never did it. Now I sit in my chair and read 45 minutes a day."

"I can read the work orders now. I used to be able to recognize a few words and then I would ask someone. Now I can read them with no problem."

Thanks for your support.

Sincerely,

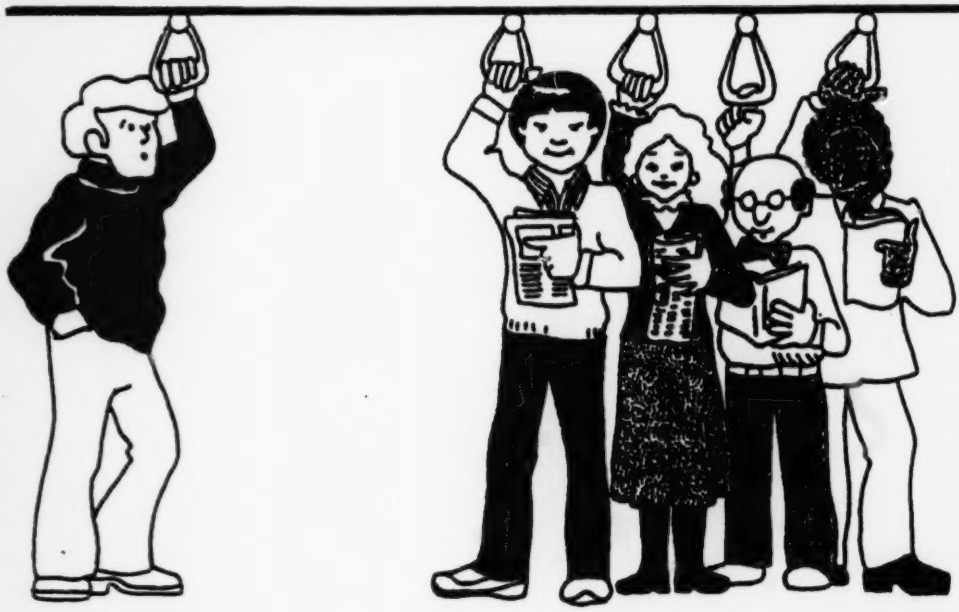
Lynn Busacca

Lynn Busacca
Executive Director

P.O. Box H • Shelton, Washington 98584 • (206) 426-9733

A United Way Member Agency

# READING PROBLEM?



## GET FREE HELP
## CALL
## 388-9539

SNOHOMISH COUNTY
LITERACY COALITION

Mason County Literacy
mcl

February 25, 1993

Dear Simpson Employee and Family,

We are writing to announce that Mason County Literacy is now enrolling Simpson employees and family members in its Reading Improvement Program. It is free and takes only two hours per week. This is the same method that helped 24 Simpson employees in 1992 learn read or further develop their reading skills. In 1993, the following program will be offered:

Read Right, Phase I (One-on-one tutoring)
Read Right, Phase II (Comprehension groups)
Spelling & Writing
Math (limited services at this time)

Mason County Literacy's programs are strongly supported by both Simpson Timber Company and IWA, Local Union 3-38. Both Simpson and the IWA believe education is a lifelong pursuit, one which can open up many opportunities for personal advancement.

Very soon, Bob Drogmund of Fir & Hemlock and Ken Reinertsen of Olympic Plywood will meet with other employees during crew meetings to present more information about the Reading Improvement Program, including how to sign up. If you are interested in enrolling right now, just phone Lynn Busacca at 426-9733. Confidentiality and privacy are guaranteed.

Sincerely,

Jack McGuill
Employee Relations
Manager Northwest

**You can learn to read or improve your reading!**

P.O. Box H · Shelton, Washington 98584 · (206) 426-9733

A United Way Member Agency

Learn to

# READ for

# FREE!

Literacy Action Center

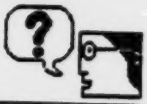
# 782-2050

¿Desea una Licencia de manejar?

¿Buscar empleo en el periodico?

¿Encontrar assistencia de salud para su niños?

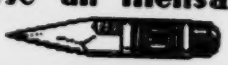
¿Quiere hablar Ingles?



Mejore su educación en en el programa de Mason County Literacy.

Nosotros le pudemos ayudar aprender Ingles. Ofrecimos clases gratis en Shelton.

Si esta enteresado llame 426-9733 Deje un mensaje



Necesitamos seulemente su nombre y numero de telefono.

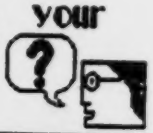
Invite ha sus amigos y familias!

Would you like to get a driver's license?

Look for a job in the paper?

Find Healthcare for your kids?

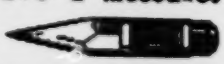
Improve your English?



Mason County Literacy can help you learn English.

We will be offering Free tutors and small classes in English in Shelton.

If you are interested call 426-9733, Leave a message.



Tell your Friends and Family.

All we need is your name and phone number.



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MCL STUDENT RECRUITMENT MESSAGES ( PSA'S ETC.)

1. It's never too late to learn to read. For more information. please call 426-9733.

2. It is never too late to improve your reading. For more information, please call Mason County Literacy at 426-9733

3. Do your reading skills prevent you from finding, keeping, or advancing in the job market? If so, Mason County Literacy can help you. In just 2 hours a week, you can improve your reading. It is free and confidential. Please call 426-9733.

4. Would you like to develop your reading skills in just 2 hours a week with your own personal tutor? If so, Mason County Literacy can help, whether your are a new reader, or one who would like to read better. For more information, please call 426-9733. We are a United Way Agency.

5. Mason County Literacy is seeking adult student who want to boost their reading skills in order to succeed in the workplace, participate more fully in family life, or feel better about themselves. Services are free and confidential. For more information contact us at 429-9733. We are a United Way Agency.

6. Do you have trouble reading a menu when you go out to dinner? Reading the newspaper to find out what is going on in the community? or Reading your child a bed time story? Mason County Literacy has just the program for you. In just 2 hours a week, you can improve your reading. Our program is free and confidential. For more information, please call us at 426-9733. We are a United Way Agency.

7. Wanted: Adult students who want to boost their reading skills, and their self-esteem. Mason County Literacy can help you. In just 2 hours a week, you can improve your reading skills. Our program is free and confidential. For more information, please call us at 426-9733. We are a United Way Agency.

8. Learn to read or improve your reading in just 2 hrs/wk/ (Free & Confidential) Phone MCL at 426-9733.

# LEWIS-CLARK VALLEY LITERACY COUNCIL
# RELEASE FORM

If you need help with reading, writing or learning English as a Second Language, the Lewis-Clark Valley Literacy Council may be able to provide a private volunteer tutor. This free, completely confidential service is available to any Valley resident.

If you are interested, please fill out the release form below. The Tutor Coordinator will contact you privately and get you started.

_____

(Name--Print) (Phone)

_____

(Address)

_____

(City) (State) (Zip)

_____

(Signature)

Referred By:_____

Agency:_____

Date:_____

Please return to:

Anne Narramore
Lewis-Clark Valley Literacy Council
Walla Walla Community College
P.O. Box 700
Clarkston, WA 99403
(509) 758-1727

# SNOHOMISH COUNTY

# LITERACY COALITION

388-9539

APPLICATION FOR LITERACY INFORMATION

NAME _____
(first) (middle) (last)

ADDRESS _____
(street) (city) (state) (zip)

DATE OF BIRTH _____ LAST YEAR IN SCHOOL _____
(month) (day) (year)

GRADE FINISHED _____

PHONE NUMBER _____ MESSAGE NUMBER _____

COMMENTS:

INTERVIEWED BY _____ DATE _____

ORGANIZATION _____

MAIL TO: Snohomish County Literacy Coalition
801 Wetmore
Everett, Washington 98201

# READ TO SUCCEED

Dear HEADSTART/ECEAP Parents:

The Literacy Division, READ TO SUCCEED, of Rural Resources is organizing adult basic education classes in Kettle Falls and Colville. The classes are offered as a no-cost service to adults in your area that may feel the need to update their reading, writing, and math skills. A professional teacher will be available to first evaluate your literacy needs and then develop and implement an individual educational plan to meet your goals. The group will be kept to small numbers and an individual tutor can be assigned if needed or requested.

The Kettle Falls adult basic education class will be held Tuesday evenings from 5 p.m. to 9 p.m. at the Kettle Falls library. We plan on beginning November 16th if enough students express interest. The Colville class is now held Thursday evenings between 4 p.m. and 8 p.m. at Rural Resources in Colville. You are welcome to attend either class any time between those hours that is convenient for you. Our goal is to serve your family literacy needs in the most convenient way for you. Please call our office at 684-8421 or complete and send to us the enclosed brochure if you wish to participate.

Sincerely,

Colleen Hallam
READ TO SUCCEED supervisor

320 North Main, Colville, WA 99114 (509) 684-8421
A PROGRAM OF NORTHEAST WA RURAL RESOURCES DEVELOPMENT ASSOC.

# READ TO SUCCEED

NAME_____

PHONE_____

ADDRESS_____

CITY_____

Yes. I am interested in the Kettle Falls adult basic education class._____

Yes, I am interested in the Colville adult basic education class._____

No, I am not interested in the class but I would like a Read to Succeed tutor._____

No. I am not interested in the literacy program right now._____

COMMENTS:

Return to: Colleen Hallam. supervisor
READ TO SUCCEED
320 No. Main
Colville WA 99114 (509) 684-8421

320 North Main, Colville, WA 99114 (509) 684-8421
A PROGAM OF NORTHEAST WA RURAL RESOURCES DEVELOPMENT ASSOC.

RESIDENTES DE TUKWILA

Clases de Ingles GRATIS

[illegible]walter Middle School
S. 144th St.
Miercoles 6:30 P.M.
Salones de "Home Ec"

ДЛЯ ЖИТЕЛЕЙ ТАКВИЛЫ
БЕСПЛОТНЫЕ УРОКИ АНГЛИЙСКОГ
В 7 ВЕЧЕРА ПО СРЕДАМ
В ФОСТЕР ХАЙ ШКОЛЕ, КОМН.
113/ ПО АДРЕСУ:
4242 ЮГ 144 УЛ.

FREE ENGLISH CLASSES
Tukwila Residents
Hispanics: Showalter Middle School, Home Ec Room, Wednesdays 6:30 PM
All Other Language Groups: Foster High School, Rm. 112/113 7:00 PM

Tiếng: FOSTER HIGH SCHOOL
Phong 113/
9292 S. 144th
ó mở nhiều lớp Anh Văn miễn
phí cho người lớn có nhu cầu
phải trong vùng TUKWILA
Vào lúc 7:00 TH'
ngày THỨ TƯ.

Lekcje języka ANGELSKIEGO
BEZPŁOTMIE dla MIESZKANCOW TUKWILA
KAZDA o godzinie 7:00 P.M. Adres:
FOSTER High School, pokoj 113/
(4242 S. 144 ST.)



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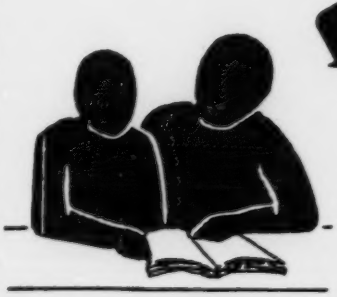
# AYUDA GRATIS

- Lectura
- Deletreo
- Escritura
- Matemática Básica

LLAME SU BIBLIOTECA
para
INFORMACIÓN de TUTOR



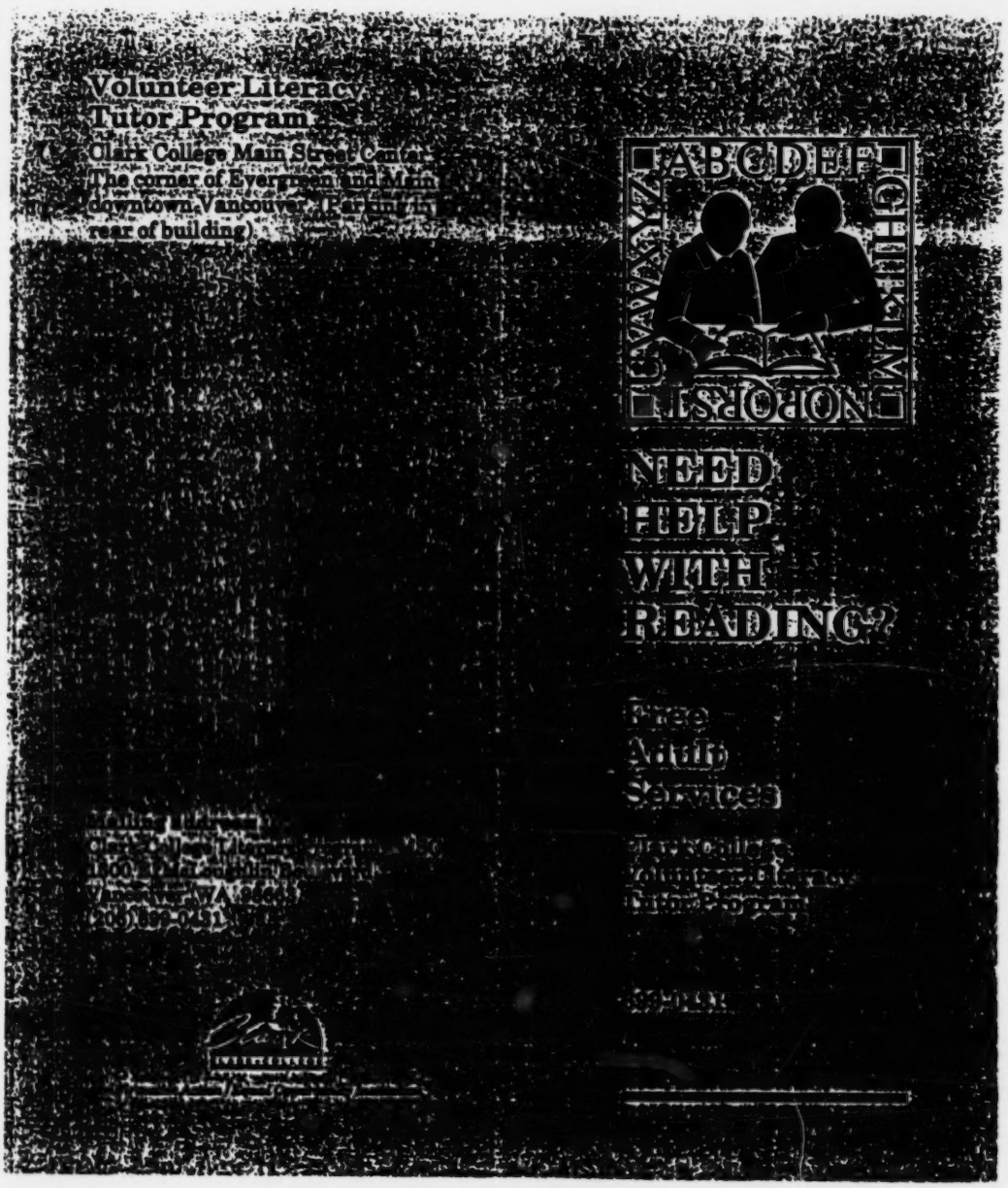
MOSES LAKE ... 765-3489
OTHELLO ..... 488-9683
EPHRATA/SOAP LAKE ... 754-3971
WARDEN ..... 349-2226
ROYAL CITY .. 346-9357

GRANT, ADAMS LITERACY COALITION

## El Tutor Voluntario
### Puede Ayudarle

MOSES LAKE LIBRARY

765-3489 765-3489 765-3489 765-3489 765-3489 765-3489 765-3489 765-3489 765-3489 765-3489 765-3489 765-3489 765-3489 765-3489 765-3489 765-3489



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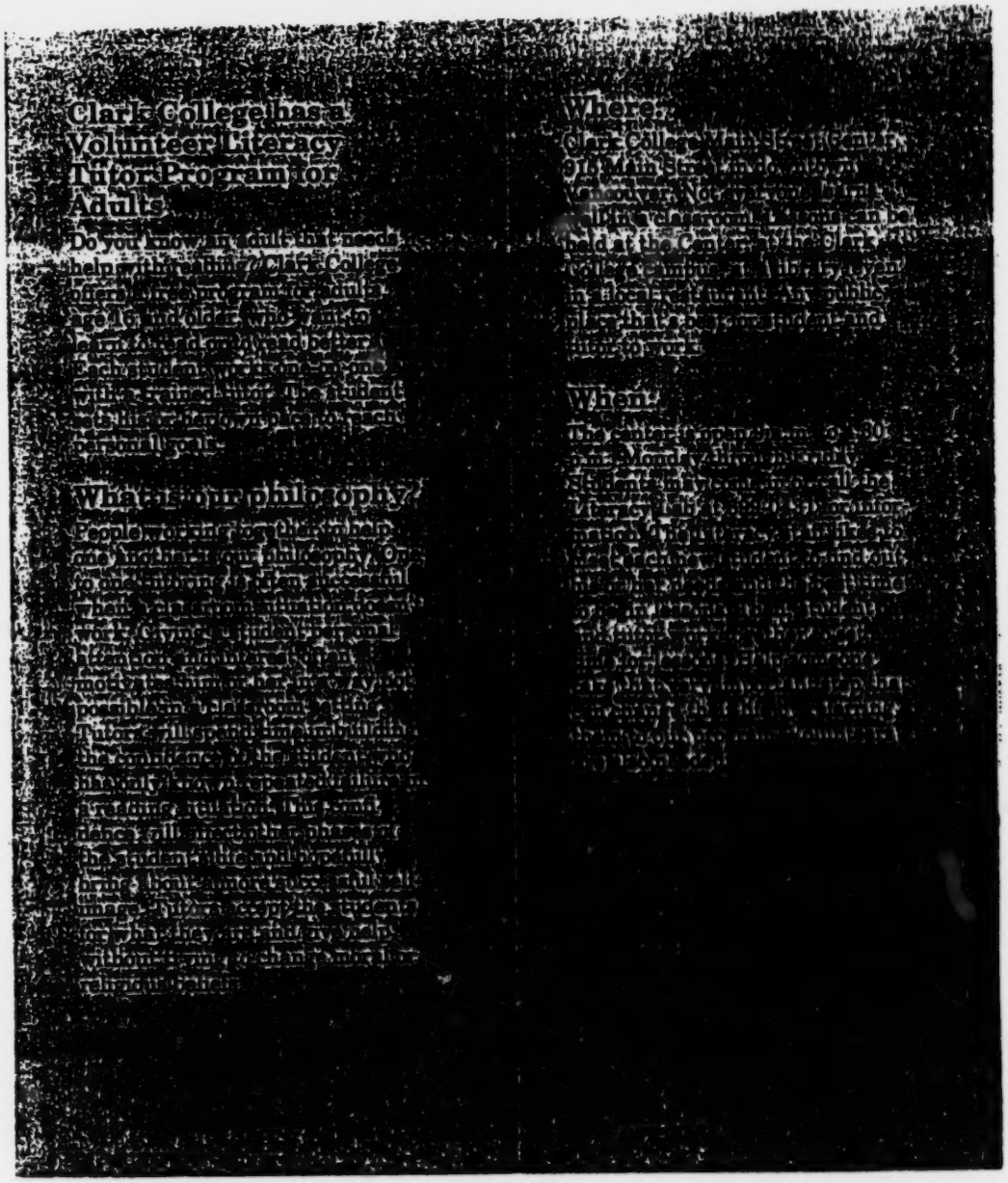
Clark College has a Volunteer Literacy Tutor Program for Adults
Do you know an adult that needs help with reading? Clark College offers these programs for adults age 16 and older who want to be more independent and better readers and writers. The student will be matched with a trained tutor who will help each person reach personal goals.
What is our philosophy?
Where?
When?



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## What does it take?

Give yourself 2 years and you will change your life.

Students and Tutors meet twice a week for about two hours each time.

Meetings are set at the best times for you.

Students and Tutors always call each other when they can't meet.

We can help you change your tutoring schedule if you need to.

Practice will help you make progress.

**The past is past, Now is the time to make your future!**

Whatcom Literacy Council
5217 Northwest Road
P.O. Box 1292
Bellingham, WA 98227-1292

WHATCOM LITERACY COUNCIL

Teach Someone to Read

# LEARN TO READ

## It's Never too Late

Whatcom Literacy Council
676-2170 ext. 231 (day)
384-1541 ext. 231 (day)
or
354-1971 (night)

## Who's Who

**STUDENTS**
Anyone who wants to learn to read and write better.

**TUTORS**
The Literacy Council trains volunteer tutors.

The tutors are people who want to share their skills.

We train them to teach adults.

Tutors can work with you at:
Bellingham Technical College
Whatcom Community College
or other meeting places

**You've already learned to live. Now read and write to live better**

## HOW

TUTORING IS:
- **Free**
- **Confidential**
- **One-toOne**
- **Day or Night**

Tutoring is NOT like school. We work on <u>your</u> goals.
- **For a job**
- **For a class**
- **For daily life**

Your interests and skills will tell us how you learn best.

**We'll help you to learn <u>your</u> way.**

## Learning

Learning will start by going over what you know. Then we can fill in the gaps.

Learning always has ups, downs and "flat spots." But with a tutor to help, you can reach your goals.

Learning more can change your life. It can change the way you are with other people.

**You and your tutor will build on what you already know**

DAVID E. GAMBILL, M.D.
BILL H. WARREN, M.D.
JOSEPH H. DELAHEY, M.D.
CRAIG C. HAWSON, M.D.
ROBERT C. GOWEY, M.D.

WRA
WESTERN RADIOLOGY ASSOCIATES

RODNEY J. HOPKINS, M.D.
THADDEUS R. PAPROCKI, M.D.
MICHAEL J. TROYCHAK, M.D.
MARITA B. ACHESON, M.D.
ROBERT M. LIDDELL, M.D.
MARY A. ALBERTS, ADMIN.

August 24, 1992

Dr. Ted L. Rothstein
1560 N. 115th #204
Seattle, WA 98133

Dear Dr. Rothstein:

Besides managing the financial and administrative interests of the radiologists, much of my energy goes into working for a Seattle literacy program located in the Greenwood district. For the past three years I have served as one of the Literacy Action Center's volunteers, tutoring adult students in basic reading and writing skills. Several months ago, I was asked to join the Center's outreach task force as a member of the Speakers Bureau. Our goal is to expand general awareness and to bring more "basic" students into our program. "Basic" students are native English speaking students who have, for a multitude of reasons, failed to obtain even the most elementary reading and writing skills.

Because our greatest challenge is reaching those who need our services most (non-reading adults are unresponsive to traditional methods of publicity that rely heavily on the printed word), we are constantly seeking creative new ways to get the word out. During a recent brainstorming session, it occurred to me that the court system may be an excellent way to reach functionally illiterate adults. The LAC currently runs a literacy program in the King County Jail, but it seems that there are many who fortunately avoid incarceration with a fine and probation. This is the population we'd like to target. When you consider that 1 in 7 Washington adults are functionally illiterate and 65% of prisoners can't read, the connection is quite clear.

What if at the time a probationary sentence is handed down, the judge were to suggest participation in a literacy program as one of the options in meeting the terms of probation? With the support of a committed probation officer, participation in such a program might significantly reduce the chance of the offender's return to the courts and eventual incarceration. I've witnessed incredible changes in people as their sense of frustration and alienation diminishes in relation to the development of their new reading skills. It's a slow and sometimes arduous process, but always worth it.

Although I think my idea has merit, I'm not sure how to proceed. Would you be willing to run this plan by Judge Rothstein for me? If she, too, recognizes its value, perhaps she could provide me with a contact in the judicial system who might be

NORTHGATE MERIDIAN BUILDING • 2111 N. NORTHGATE WAY, #301 • SEATTLE, WASHINGTON 98133-9008 • (206) 365-4100
PRINTED ON RECYCLED PAPER

able to promote and implement such a program. The Literacy Action Center would provide any promotional and educational materials, and I would be available to serve as a liaison. Presentations and tours can also be arranged for those officials who would like to know more about our program before committing their support. And of course, the dedicated volunteers at the Center will provide the greatest service, to give the gift of reading....free of charge.

I know how busy you are, and I would never have asked this favor if I did not believe that ignorance is at the root of most human suffering. Promoting literacy is only one way to combat ignorance, but it's a start! Please see what you can do. Any influence you have in this matter will be deeply appreciated. In fact, we would be very honored if you and Judge Rothstein would be our guests at an open house we are holding for tutors, board members and donors, on September 17th from 5:00 p.m. - 7:00 p.m. I would love for you to see our facility and our fine work first hand. Some of our students will be there to greet you and talk about their experiences.

With September designated as National Literacy Month, my fellow volunteers and I are anxious to make some serious progress in our outreach efforts. Please give me a call at your earliest convenience at 365-4965 during the day, or 527-4991 in the evening. I sincerely hope to hear from you soon.

Respectfully,

Mary A. Alberts
Administrator

Southwest Seattle Literacy Coalition

# LEARN ENGLISH

## FREE TUTORING!!

**at Park Lake and High Point**
**call 932-7795**

## HỌC ANH NGỮ

**THẦY DẠY MIỄN PHÍ**
**Ở "PARK LAKE" VÀ "HIGH POINT"**
**GỌI: 932-7795**

## APRENDA HABLAR INGLES

**ENSEÑANZA GRATIS**
**en Park Lake y High Point**
**llamar al 932-7795**

## រៀន អង់គ្លេស

លោកអ្នកចង់រៀនភាសា អង់គ្លេស (ហ្វ្រី) សូមទាក់ទង ៖

* ផ្កាលលកហោច លោក តាំមិច្ឆា លី ៤១១.៤៤៤
* រ៉ាហ្វាញ៉ាត់ —"— ស៊ីមរាន ៤១១-៤៥៣៤

# Start Smart

Help your child

- read
- write
- learn

A Family Reading Program

Seattle Public Library

**Start Smart** is for parents and children ages 3-10 who want to learn to read together.

**FREE** Call 932-7795

Southwest Seattle Literacy Coalition

IF YOU NEED HELP WITH
READING AND WRITING

WE CAN GIVE YOU A PRIVATE TUTOR

NO COST

CALL OR COME IN PERSON TO

WENATCHEE VALLEY LITERACY
COUNCIL

ASK FOR
SUSAN KIDD

1043 WELLS HALL
WENATCHEE VALLEY COLLEGE

662-1651 EXTENSION 2160

Если вы нуждаетесь в помощи

с Английским

Мы можем бесплатно предоставить

вам частного тутора.

Позвоните или придите лично в

Wenatchee Valley Literacy Council

спросить: Susan Kidd

тел. 662-1651 добавочный 2160

1043 Wells hall

Wenatchee Valley College



SI NECESITA AYUDA CON SU INGLES

LE PODEMOS DAR TUTORIA INDIVUAL

••• SIN NINGUN COSTO •••

Puede llamar o venir en persona al

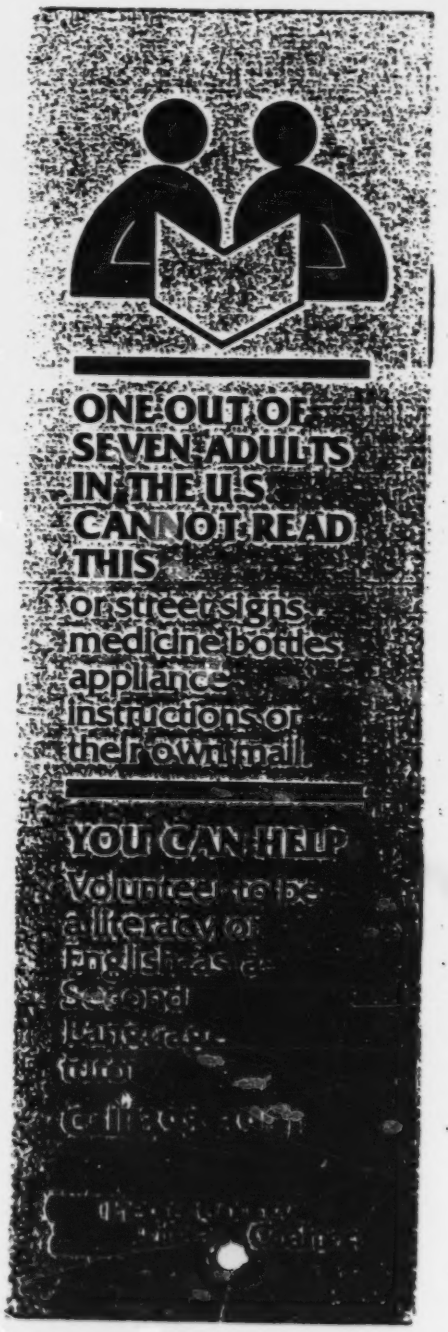
Wenatchee Valley Literacy Council

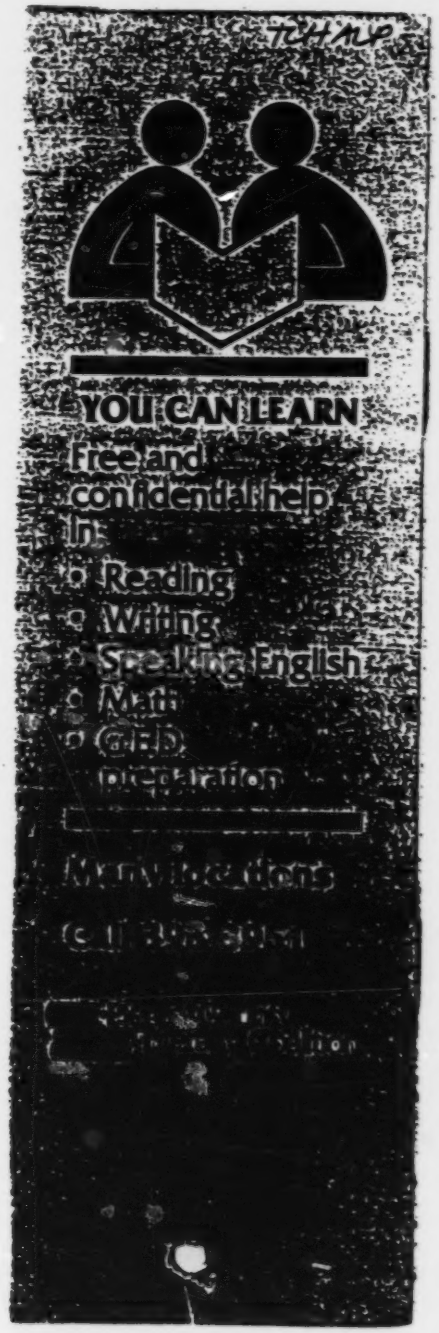
Preguente por

SUSAN KIDD

1043 WELLS HALL
WENATCHEE VALLEY COLLEGE

662-1651
Ex[illegible]nsion 2160


ONE OUT OF SEVEN ADULTS IN THE U.S. CAN NOT READ THIS
or street signs
medicine bottles
appliance instructions or
their own mail
YOU CAN HELP



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# STUDENT GOALS LISTS

## DISCOVERING STUDENT GOALS

DATE_____
STUDENT_____
TUTOR_____

MARK A-PERSONAL GOAL DATE OR MARK B-MASTERY DATE

### GOVERNMENT AND LAW

| | | |
|---|---|---|
| 1. Understanding tax forms | (A)_____ | (B)_____ |
| 2. Get a license(hunting etc.) | (A)_____ | (B)_____ |
| 3. Knowledge of legal documents | (A)_____ | (B)_____ |
| 4. Getting a social security # | (A)_____ | (B)_____ |
| 5. Registering to vote | (A)_____ | (B)_____ |
| 6. Voting for the first time | (A)_____ | (B)_____ |
| 7. Other_____ | (A)_____ | (B)_____ |

### COMMUNITY RESOURCES

| | | |
|---|---|---|
| 1. Obtaining a library card | (A)_____ | (B)_____ |
| 2. Reading bulletin boards | (A)_____ | (B)_____ |
| 3. Using telephone books | (A)_____ | (B)_____ |
| 4. Reading street signs | (A)_____ | (B)_____ |
| 5. Other_____ | (A)_____ | (B)_____ |

### CONSUMER ECONOMICS

| | | |
|---|---|---|
| 1. Reading grocery ads | (A)_____ | (B)_____ |
| 2. Cutting and using coupons | (A)_____ | (B)_____ |
| 3. Finding sales | (A)_____ | (B)_____ |
| 4. Reading rental agreements | (A)_____ | (B)_____ |
| 5. Reading directions(food,clothes,etc.) | (A)_____ | (B)_____ |
| 6. Reading and paying bills(gas,phone) | (A)_____ | (B)_____ |
| 7. Buying a car | (A)_____ | (B)_____ |
| 8. Car maintenance | (A)_____ | (B)_____ |
| 9. Reading store names | (A)_____ | (B)_____ |
| 10. Interpreting sale signs | (A)_____ | (B)_____ |
| 11. Making change/budgeting | (A)_____ | (B)_____ |
| 12. Other_____ | (A)_____ | (B)_____ |

### PARENTING

| | | |
|---|---|---|
| 1. Helping children with homework | (A)_____ | (B)_____ |
| 2. Reading to children | (A)_____ | (B)_____ |
| 3. Reading about childcare | (A)_____ | (B)_____ |
| 4. Parenting skills | (A)_____ | (B)_____ |
| 5. Reading school notices | (A)_____ | (B)_____ |
| 6. Handling problems at school | (A)_____ | (B)_____ |
| 7. Other_____ | (A)_____ | (B)_____ |

OCCUPATIONAL KNOWLEDGE

1. Studying job-related vocabulary (A)_____(B)_____
2. Filling out job applications (A)_____(B)_____
3. Writing a resume (A)_____(B)_____
4. Interviewing (A)_____(B)_____
5. Knowledge of unions (A)_____(B)_____
6. Understanding net/gross pay (A)_____(B)_____
7. Other_____ (A)_____(B)_____

HEALTH CARE

1. Reading directions on medicine (A)_____(B)_____
2. Nutrition (A)_____(B)_____
3. Following recipes (A)_____(B)_____
4. Dental care (A)_____(B)_____
5. First aid (A)_____(B)_____
6. Safety for children/elderly (A)_____(B)_____
7. Writing down appointments (A)_____(B)_____
8. Obtaining glasses for reading (A)_____(B)_____
9. Other_____ (A)_____(B)_____

SOCIAL

1. Receiving a driver's license (A)_____(B)_____
2. Reading Bible verses (A)_____(B)_____
3. Receiving U.S. citizenship (A)_____(B)_____
4. Joining a community group (A)_____(B)_____
5. Reading and writing a letter (A)_____(B)_____
6. Other_____ (A)_____(B)_____

ECONOMIC

1. Reading checks and money orders (A)_____(B)_____
2. Learning to fill out checks/MO (A)_____(B)_____
3. Opening a bank account (A)_____(B)_____
4. Getting off public assistance (A)_____(B)_____
5. Getting a job (A)_____(B)_____
6. Getting a better job/position (A)_____(B)_____
7. Other_____ (A)_____(B)_____

Sources for practical application of reading and writing skills include maps, travel folders, menus, letters, greeting cards, signs, crosswords puzzles, catalogs, magazines and song sheets.

Look for materials in libraries,clinics, museums, grocery stores, restaurants, public transportation, and various agency offices.

The Mason County Literacy office computer can help you determine the grade level of these materials so your student is reading at an appropriate grade level.

## Goals Checklist

| CAN DO | WORK ON | NO INTEREST | |
|---|---|---|---|
| | | | **Home/Family-Related** |
| ☐ | ☐ | ☐ | 1. Read to children |
| ☐ | ☐ | ☐ | 2. Help children with homework |
| ☐ | ☐ | ☐ | 3. Read/write notes from/to child's school |
| ☐ | ☐ | ☐ | 4. Read/write names of family members or friends |
| ☐ | ☐ | ☐ | 5. Read/write your own address |
| ☐ | ☐ | ☐ | 6. Use the phone book |
| ☐ | ☐ | ☐ | 7. Write out shopping lists |
| ☐ | ☐ | ☐ | 8. Read/write recipes |
| | | | **Social/Business** |
| ☐ | ☐ | ☐ | 9. Read bills |
| ☐ | ☐ | ☐ | 10. Write checks/money orders |
| ☐ | ☐ | ☐ | 11. Read/write letters, notes, cards |
| ☐ | ☐ | ☐ | 12. Read menus |
| ☐ | ☐ | ☐ | 13. Participate more at religious services and activities |
| ☐ | ☐ | ☐ | 14. Take part in committees or other meetings or neighborhood/community activities. (i.e. Scouts, block committee, Home and School, union, etc.) |
| ☐ | ☐ | ☐ | 15. Participate in political activities (i.e. voting, work for candidate, read petitions, etc.) |
| | | | **Self** |
| ☐ | ☐ | ☐ | 16. Read newspaper (articles, ads, sports page, horoscope) (specify sections read) |
| ☐ | ☐ | ☐ | 17. Read magazines |
| ☐ | ☐ | ☐ | 18. Read books (mysteries, sports, drama, horror, science fiction, romance, history, religion, child care, cookbooks, hobbies, interests, other) |
| ☐ | ☐ | ☐ | 19. Read/write poetry or song lyrics |
| ☐ | ☐ | ☐ | 20. Write a journal, diary, story of your life or other kinds of stories |
| ☐ | ☐ | ☐ | 21. Read labels, notices, signs and billobards |
| ☐ | ☐ | ☐ | 22. Read driver's manual/get a license |
| ☐ | ☐ | ☐ | 23. Read maps |
| ☐ | ☐ | ☐ | 24. Math |

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| CAN DO | WORK ON | NO INTEREST | |
|---|---|---|---|
| ☐ | ☐ | ☐ | 25. Get a GED or HS diploma |
| ☐ | ☐ | ☐ | 26. Go to college or technical school |
| | | | Job-Related (as applicable) |
| ☐ | ☐ | ☐ | 27. Study/train for particular kind of job:<br>Examples, if helpful: health care, child care, education, computers, service, business, sales, building construction, automotive, law enforcement, law, city work, fashion, other |
| ☐ | ☐ | ☐ | 28. Fill out forms, job applications, other applications |
| ☐ | ☐ | ☐ | 29. Read help wanted ads |
| ☐ | ☐ | ☐ | 30. Get a (better) job |
| ☐ | ☐ | ☐ | 31. Take a test for a job (i.e. Civil Service) |
| ☐ | ☐ | ☐ | 32. Get into the armed forces |
| ☐ | ☐ | ☐ | 33. Work for yourself or manage own business |
| ☐ | ☐ | ☐ | 34. Read employee benefits pamphlet |
| ☐ | ☐ | ☐ | 35. Read/write names of co-workers |
| ☐ | ☐ | ☐ | 36. Read/write specific occupational vocabulary |
| ☐ | ☐ | ☐ | 37. Write supply/inventory lists |
| ☐ | ☐ | ☐ | 38. Read/write notes from/to co-workers |
| ☐ | ☐ | ☐ | 39. Take notes at meetings (i.e. union, staff) |
| ☐ | ☐ | ☐ | 40. Write work reports/end-of-shift logs |
| ☐ | ☐ | ☐ | 41. Did we miss anything that you're interested in working on? |

Sources for practical application of reading and writing skills include maps, travel folders, menus, letters, greeting cards, signs, crossword puzzles, catalogs, magazines and song sheets.

You and your student may want to take some field trips in order to apply "booklearning" to real situations. Some places to visit include libraries, clinics, museums, grocery stores, restaurants, public transportation, and various agency offices.

One of the best ways to insure that your student will keep coming back is to include lots of practical learning in each lesson.

## Competencies Checklist

Student's Name: _____ Date: _____

Tutor's Name: _____

### Survival Level

[] Can state name and address.
[] Can state phone number.
[] Can state names of letters in alphabet.
[] Can arrange letters A - Z.
[] Can sound out 1 syllable words.
[] Can state names of numbers 1 - 10.
[] Can state names of numbers 10 - 100.
[] Can state names of numbers 100 - 1000.
[] Can tell time - digital.
[] Can tell time - phrasal.
[] Can count money.
[] Can make change.
[] Can state money denominations.
[] Can state days of week.
[] Can state months of year.
[] Can use a calendar to make appointments.
[] Can describe family relations.
[] Can state body parts.
[] Can describe common illnesses.
[] Can use 911 to call police, fireman, ambulance.
[] Can ride the bus (if no car).
[] Can write name, address, phone #.

### Basic Level

[] Can name rooms of house, furniture.
[] Can talk about weather.
[] Can phonetically read 2 or 3 syllable words.
[] Can sight read basic directional/locator signs.
[] Can describe items of clothing.
[] Can use past, present and future tenses.
[] Can read and write simple sentences.
[] Can name and describe functions of various tools and household appliances.
[] Can read and understand simple medicine dosage instructions.
[] Can read and understand food name labels, pricing information.
[] Can state names of frequently eaten foods.

## Intermediate Level

[] Can use a dictionary to find words.
[] Can use the telephone directory write pages to look up phone numbers.
[] Can read and understand utility bills.
[] Can read road signs.
[] Can give and receive directions using maps.
[] Can read and understand usage directions for common household items.
[] Can use progressive and perfect tenses orally and in writing.

## Comments/Student Progress/Pronunciation Problem Areas:

| Date | Notation |
| --- | --- |
| | |
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Vol. Data/A:IHComp

# ESL TOPICS CHECKLIST

Here are some ideas for future study topics. Please help your student check those that would be of interest to him or her, and try to include them in your sessions. Feel free to add any topics which spark your combined interest. Please keep this form in your students folder for future reference.

- ☐ American Sports-football, baseball, etc.
- ☐ Animals
- ☐ Colors
- ☐ Consumer Information-advertising, consumer rights, how to buy and sell through newspaper want-ads, reading labels
- ☐ Culture and Geography
- ☐ Current Events-local and worldwide
- ☐ Directions and Maps
- ☐ Entertainment-movies, plays, opera,symphony, TV
- ☐ Etiquette-body language,gestures, eyes, clothing, invitations, gift giving, cards, dining
- ☐ Family
- ☐ Feelings
- ☐ Filling out forms-city, state, federal: social security, welfare, unemployment, driver's license, school, medical
- ☐ Folk Stories-from your country and the U.S.
- ☐ Food-your native foods and American Favorites
- ☐ Freedom
- ☐ Health Issues
- ☐ Holidays-from your country and from here
- ☐ Housing-reading ads, payment, responsibilities
- ☐ Idioms and Slang
- ☐ Job and Career Choices-interviews, applications, job search, employee duties
- ☐ Library
- ☐ Local Tours-Woodland Park Zoo, Ballard Locks,
- ☐ Luck and Superstition
- ☐ Money-credit, banking, gambling, lottery
- ☐ Newspaper
- ☐ Relationships
- ☐ Safety and Crime
- ☐ School System-grade, middle, high schools, colleges and Universities
- ☐ Seasons
- ☐ Signs and symbols in the workplace, on the streets and highways, in public buildings
- ☐ Small Talk-with friends, neighbors, merchants
- ☐ Story Telling
- ☐ Telephone-calling the doctior, making complaints, setting up appointments, finding information, using 911
- ☐ Time
- ☐ Travel and Transportation-bus, ferry, car, bicycle, free downtown bus
- ☐ Values
- ☐ Weights and Measures
- ☐ Work and Leisure

## Hobbies and Pastimes

In my free time I enjoy..._____

I do the following things well:_____

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# CALIFORNIA STATE LIBRARY

*California Adult Learner*
*Progress Evaluation Process*

## EXAMPLES OF LEARNER GOALS

General:

A. Improving reading
B. Improving writing

Specific:

A. Home

1. Personal; examples:
   - Read greeting cards
   - Write greeting cards
   - Read personal letters
   - Write personal letters
   - Read notes from school
   - Write notes to school
   - Read to child
   - Help child with homework
   - Solve crossword puzzles
   - Keep a journal/diary
2. Food & Shopping; examples:
   - Read menus
   - Read recipes
   - Write shopping lists
   - Write recipes
   - Read instructions/labels
3. Using References; examples:
   - Find numbers in phone book
   - Read information in yellow pages
   - Read newspaper, magazines
   - Use dictionary
4. Financial; examples:
   - Read bills
   - Write checks
   - Balance checkbook with statement
5. Religious; examples:
   - Read religious materials
   - Read newsletter
6. Health; examples:
   - Read medication/prescriptions
   - Read labels in drug store
   - Apply for Medicare/Medicaid/HMO
   - Fill out insurance forms
7. And Others:

B. Work

1. Job Seeking; examples:
   - Read classified ads
   - Fill out application
   - Apply for armed services
   - Take test for a job
2. Job Improvement; examples:
   - Read notes from co-workers
   - Write notes to co-workers
   - Read work related material (e.g., reports, union materials)
   - Write reports
   - Read manuals
   - Fill out order forms (requisitions)
   - Read instructions to operate equipment
3. And Others:

C. Community

1. Civic and Legal Activity; examples:
   - Apply for driver's license
   - Take driver's test
   - Register to vote
   - Read ballot and vote
   - Apply for citizenship
   - Read lease/rental contracts
2. Uses of the Library; examples:
   - Apply for library card
   - Read in library
   - Check out books
   - Check out AV materials
   - Use reference materials
3. Financial; examples:
   - Open/use checking account
   - Apply for safe deposit box
   - Apply for unemployment insurance
   - Complete credit/loan application
4. Community Organizations; examples:
   - Participate in PTA
   - Participate in Scouting program
   - Participate in Neighborhood Watch
5. Transportation; examples:
   - Read bus/airline schedules
   - Read travel guides and maps
   - Read accident reports, car repair invoice
6. And Others:

D. Education

1. Pursue GED
2. Enter Adult Basic Education (ABE) program
3. Take Adult Basic Education (ABE) classes
4. Enter training program
5. Apply for college
6. And Others:

E. And Others:

Name_____ ESL Student Self Assessment Page 2

## *I NEED TO LEARN MORE ENGLISH TO:*

### *SPEAK*

| | |
|---|---|
| ____ TALK ON THE PHONE | ____ TALK TO MY CHILDREN |
| ____ TALK AT THE POST OFFICE | ____ TALK TO MY NEIGHBORS/LANDLORD |
| ____ TALK TO THE DOCTOR/DENTIST | ____ TALK TO MY AMERICAN FRIENDS |
| ____ TALK TO MY CHILD'S TEACHER | ____ TALK TO MY BOSS |
| ____ ORDER IN A RESTAURANT | ____ GET A LIBRARY CARD |

### *READ AND WRITE*

| | |
|---|---|
| ____ READ MEDICINE LABELS | ____ READ LABELS IN STORES |
| ____ READ STORIES/POETRY | ____ WRITE TELEPHONE MESSAGES |
| ____ READ NOTES FROM SCHOOL | ____ WRITE LETTERS |
| ____ READ THE NEWSPAPER | ____ WRITE CHECKS FOR THE BANK |
| ____ READ GED/TOEFL TEXTBOOKS | ____ FILL OUT APPLICATIONS/FORMS |
| ____ READ SIGNS | ____ OPEN AN ACCOUNT AT THE BANK |
| ____ READ RECIPES | ____ PAY TELEPHONE/UTILITY BILLS |

### *ACHIEVE IN THE U.S.*

| | |
|---|---|
| ____ BECOME A U.S. CITIZEN | ____ GO SHOPPING |
| ____ GET/IMPROVE JOB | ____ UNDERSTAND TV |
| ____ TAKE THE BUS | ____ DEAL WITH EMERGENCIES |
| ____ GET A DRIVER'S LICENSE | ____ VOTE |
| ____ GO TO SCHOOL | ____ DO TAXES/MONEY MANAGEMENT |
| ____ (OTHER)_____ | |

lac/s/self.doc

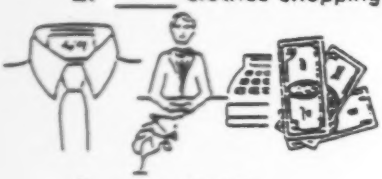
## I WANT TO LEARN

Student Name_____ Date _____

I need English for ... (check 5)

1. ____ food shopping

2. ____ clothes shopping



3. ____ health

4. ____ transportation

5. ____ housing

6. ____ emergencies

7. ____ telephone

8. ____ letters, mail

9. ____ restaurants

10. ____ employment

Pictures from: Basic Vocabulary Builder National Textbook Co.

Santopietro CDE 1992

Lewis-Clark Valley Literacy Council
Student Outcomes and Goals

Student Name_____ Tutor Name_____

| Date Started | Date Finished | Goal/Outcome |
|---|---|---|
| | | Recognizes & writes alphabet |
| | | Knows consonant sounds |
| | | Knows short vowel sounds |
| | | Knows long vowel sounds |
| | | Knows consonant blends & digraphs |
| | | Knows vowel blends |
| | | Uses phonics and other decoding skills to read & learn new words |
| | | Recognizes and attempts to self-correct mistakes |
| | | Able to state or write a summary in own words. |
| | | Able to distinguish between fact and fiction. |
| | | Able to form conclusions and predict consequences. |
| | | Shows progress in ability to express more complex ideas |
| | | Able to write simple, complete sentences. |
| | | Able to write compound sentences |
| | | Able to write complex sentences. |
| | | Raised reading level one grade |
| | | Prepared food using a recipe |
| | | Registered to vote |
| | | Opened bank account |

**Lewis-Clark Valley Literacy Council**
**Student Outcomes and Goals**

| DATE STARTED | DATE FINISHED | Goal/Outcome |
|---|---|---|
| | | Uses Checkbook |
| | | Balances Checkbook |
| | | Able to read a road map |
| | | Able to read a map and get somewhere using it |
| | | Reads to children nightly |
| | | Got a library card |
| | | Organize a household budget |
| | | Write all bills in ledger and pay monthly bills on time |
| | | Visit consumer credit counseling |
| | | Able to read a menu and order in a restaurant. |
| | | Wrote a note to child's teacher |
| | | Learned the language of a job application. |
| | | Filled out a job application correctly, and neatly. |
| | | Able to read and follow written directions. |
| | | Learned to use a dictionary. |
| | | Able to enter GED classes. |
| | | Got GED/HS diploma |
| | | Received job promotion |
| | | Passed job certification test |

## DISCOVERING STUDENT GOALS

| DATE (A) GOAL | (B) DONE | |
|---|---|---|
| | | **BASIC FUNCTIONAL LITERACY SKILLS:** |
| _____ | _____ | 1. writing name, address and phone number |
| _____ | _____ | 2. telling time |
| _____ | _____ | 3. finding emergency phone numbers |
| _____ | _____ | 4. learning the days of the week and the months of the year |
| _____ | _____ | 5. reading the months of the year and the days of the week |
| _____ | _____ | 6. understanding the legal holidays |
| _____ | _____ | 7. reading street signs |
| _____ | _____ | 8. reading transportation schedules |
| _____ | _____ | 9. other:_____ |
| | | **CONSUMER ECONOMICS** |
| _____ | _____ | 10. reading grocery ads |
| _____ | _____ | 11. cutting and using coupons |
| _____ | _____ | 12. finding sales (food, clothing, etc.) |
| _____ | _____ | 13. reading directions on cleaning and other products |
| _____ | _____ | 14. reading and paying bills (gas, electric, phone) |
| _____ | _____ | 15. doing car maintenance |
| _____ | _____ | 16. reading store names |
| _____ | _____ | 17. interpreting sales signs |
| _____ | _____ | 18. other:_____ |
| | | **PARENTING** |
| _____ | _____ | 19. helping children with homework |
| _____ | _____ | 20. reading to children |
| _____ | _____ | 21. reading about child care |
| _____ | _____ | 22. reading school notices |
| _____ | _____ | 23. other:_____ |
| | | **HEALTH CARE** |
| _____ | _____ | 24. reading directions on medicine bottles |
| _____ | _____ | 25. knowing about nutrition |
| _____ | _____ | 26. following recipes |
| _____ | _____ | 27. understanding about dental care |
| _____ | _____ | 28. knowing first aid |
| _____ | _____ | 29. learning about safety for children |
| _____ | _____ | 30. writing down medical and dental appointments |
| _____ | _____ | 31. obtaining reading glasses |
| _____ | _____ | 32. other:_____ |
| | | **COMMUNITY RESOURCES** |
| _____ | _____ | 33. obtaining a library card |
| _____ | _____ | 34. reading church bulletins |
| _____ | _____ | 35. using the telephone book |
| _____ | _____ | 36. other:_____ |

1/92

## LITERACY GOALS AND ACTIVITIES

Listed below are some of the reasons that an adult may have for developing and/or improving his/her reading ability. Use this list to help your student to better define his/her goals.

( ) Read to your children or grandchildren
( ) Read a book
( ) Read a magazine
( ) Write a letter
( ) Read grocery ads
( ) Improve spelling
( ) Read a menu
( ) Tell time
( ) Use a library
( ) Apply for a library card
( ) Read notes from school and children's teachers
( ) Learn the "Essential Vocabulary" words
( ) Fill out an employment application
( ) Read a recipe
( ) Read want ads
( ) Find out about community services
( ) Help with school work
( ) Read directions on prescriptions
( ) Read a bus schedule
( ) Read and write personal checks
( ) Keep a journal or diary
( ) Use a dictionary or Thesaurus
( ) Use a telephone book
( ) Read a map to find a location
( ) Pass the driver's test
( ) Get a GED
( ) Read directions on packages and household products
( ) Pass the military test
( ) Fill out a W-4 from
( ) Fill out a credit application
( ) Read pattern directions
( ) Interpret monthly bills
( ) Learn things to do when renting an apartment or house
( ) Read and interpret repair and assembly information
( ) Read religious material
( ) Open a bank account
( ) Insure or register packages

CHECKLIST

| LEVEL 1: SURVIVAL LEVEL STUDENT | CAN | CAN'T |
|---|---|---|
| Greet someone and respond to a greeting | | |
| Ask and answer questions about personal information (name, origin, age, birth date, address, phone, marital status, # of children) | | |
| Say good-bye and respond to farewells | | |
| Ask and answer Yes/No questions and simple questions that begin with: Who, What, When, Where, What time, and How much | | |
| Follow classroom instructions (copy, repeat, listen, ask, etc.) | | |
| Express lack of understanding (I don't know; I don't understand) | | |
| Count to 100 | | |
| Identify money | | |
| Count money | | |
| Tell time in simple terms (five, five-thirty) | | |
| Identify the rooms and furniture in a house or apartment | | |
| Dial a number written on a piece of paper | | |
| Name common foods (fruits, vegetables, meats, drinks, staples) | | |
| Express needs and wants (I need/want/have/would like; I don't need, etc.) | | |
| Describe one's general condition or how one feels | | |
| Identify body parts | | |
| Name common illnesses and remedies/medicines | | |
| Describe objects by color, size and shape | | |
| Describe people (young, happy, tall, etc.) | | |
| Report an activity (I'm busy; She is sleeping) | | |
| Follow simple directions in a medical exam | | |
| Follow simple job-related instructions | | |
| Say and sequence days of the week and months of the year | | |

| | | |
|---|---|---|
| Distinguish between today, tomorrow, and yesterday | | |
| Ask/respond to questions about the location of objects (next to, under, on, behind, in, near, etc.) | | |
| Identify common jobs | | |
| Ask and respond to questions about former jobs | | |
| Describe basic weather conditions (It's hot; It's raining) | | |
| Dial 911 and provide basic information requested | | |
| Identify commonly used community resources (supermarket, post office, bus stop, hospital, welfare office, etc.) and state purpose of | | |
| Use basic spacial directions (left, right, up, down, north, south) | | |
| Name clothes items | | |
| Identify common types of transportation | | |
| Identify relationships (friend, relative, neighbor, sponsor, etc.) | | |
| Count by 1's, 5's, and 10's | | |
| Add, subtract, multiply and divide numbers | | |
| **LITERACY FOR A SURVIVAL LEVEL STUDENT** | **CAN** | **CAN'T** |
| Write numbers 1-100 | | |
| Print the alphabet | | |
| Write name, address, phone number, age | | |
| Read simple signs (restroom, men, women) | | |
| Fill out simple forms | | |
| Read digital and numerical clock time | | |
| Read dates | | |
| Read prices | | |
| Read and write days of the weeks and months of the year, including abbreviations | | |
| Apply basic phonic rules to sound out simple words | | |
| Read and write simple statements | | |
| Sort items according to alphabetical or numerical order | | |

| LEVEL 2: BEYOND SURVIVAL LEVEL STUDENT | CAN | CAN'T |
|---|---|---|
| Talk about or describe self and family members/Identify extended family relationships | | |
| Ask and answer questions that begin with: How, Why, How long, Which, Whose, What kind | | |
| Ask for clarification: What does _____ mean? Should I _____? Do I _____? | | |
| Follow 2-3 directions given at one time (go to the bookcase, get the green book, and turn to page 9) | | |
| Use variations of time expressions (11:45, 15 to 12, quarter to 12) | | |
| Take a bus | | |
| Buy a stamp and mail a letter; buy a money order | | |
| Use a pay phone to make a local call | | |
| Ask for and make change | | |
| Order and pay for food in a restaurant | | |
| Give directions | | |
| Translate for another student | | |
| Follow oral instructions for taking medication | | |
| Identify duties, tools and supplies of common jobs | | |
| Talk about past activities | | |
| Talk about future activities | | |
| Make an appointment | | |
| Call to cancel or change a meeting | | |
| Call in sick or late/explain tardiness or absence for self or children | | |
| Give reason or excuse for behavior when necessary/Identify and explain mistakes, errors/Accept feedback in a work situation | | |
| Report an injury, accident or incident (cause, results, location) | | |
| Describe skills, abilities and interests in basic words (I can _____ a little/ very well; I can't _____; I like to _____.) | | |
| Express preferences (I like; I don't like) | | |

| | | |
|---|---|---|
| Cash a check | | |
| Identify important information (who, what, when, where) from a short conversation. | | |
| State an opinion or idea | | |
| Respond to warnings, rules, and regulations | | |
| Use basic conversation strategies (Please speak slowly) | | |
| Use simple fractions and percents | | |
| Apologize | | |
| Express gratitude | | |
| Obtain bus schedule information over the telephone | | |
| Give and follow verbal and map directions to a particular place | | |
| Use a variety of time expressions (in the morning, two weeks ago, next year, etc.) | | |
| **LITERACY FOR A BEYOND SURVIVAL LEVEL STUDENT** | **CAN** | **CAN'T** |
| Write a letter or card in English; address the envelope | | |
| Read a calendar and schedules | | |
| Read a map | | |
| Read and write various forms of dates (i.e. 10-11-92 or October 11, 1992) | | |
| Write down a message received over the phone | | |
| Write down steps in directions | | |
| Interpret and pay bills | | |
| Find a name in the phone book | | |
| Fill out a job applications | | |
| Match abbreviations to long forms of words commonly found in ads, prescriptions, announcements, etc. | | |
| Use basic punctuation correctly (apostrophe with contractions and possessives, periods and questions marks at end of sentences, commas in lists) | | |
| Understand meaning of common suffixes and prefixes | | |

| LEVEL 3: HIGHER LEVEL STUDENT | CAN | CAN'T |
|---|---|---|
| Ask for and respond to complex instructions and clarification from a supervisor | | |
| Describe personal aptitudes, skills and work experience in detail | | |
| Make and accept or reject a suggestion or some advice | | |
| Ask for and agree or disagree with an opinion | | |
| Obtain and summarize information from and respond to a radio or television announcement or phone message | | |
| Explain and compare common practices or activities (e.g., customs, job duties, training programs, etc.) | | |
| Persuade someone to do something | | |
| Make a complaint (to teacher, landlord, store manager) | | |
| Describe the steps in a process (e.g. how to make, do or repair something) | | |
| Respond correctly to negative and tag questions (e.g. You don't have it, do you?) | | |
| Respond appropriately to criticism, compliments and condolences | | |
| Identify common American holidays and describe why and how they are celebrated | | |
| Talk/ask about hobbies, interests and recreational activities | | |
| Use vocabulary related to insurance and driver's license and banking needs | | |
| Ask about corrections or mistakes on bills | | |
| Open a bank account | | |
| Write checks | | |
| Respond appropriately to telephone answering machines | | |
| Ask for operator assistance and call information | | |
| Answer questions and provide information in mock job interviews | | |

| | | |
|---|---|---|
| Ask questions related to pay, benefits, work rules and policies | | |
| Ask questions related to a parent/teacher conference | | |
| Clearly state reasons for personal decisions regarding work, family, citizenship, school | | |
| Understand common idioms and two-word verbs | | |
| Use appropriate conversation management strategies such as interrupting politely, including others, and ending a conversation | | |
| **LITERACY FOR A HIGHER LEVEL STUDENT** | **CAN** | **CAN'T** |
| Read and write detailed messages | | |
| Extract information from job descriptions and announcements | | |
| Read and extract information from diagrams, charts, graphs and reading passages | | |
| Transcribe information from a radio or television announcement | | |
| Interpret and demonstrate compliance with safety regulations and licensing requirements (e.g. driving, fishing) | | |
| Scan and interpret newspaper or magazine articles | | |
| Write a resume or fill out a detailed work history form | | |
| Interpret job announcements, comparing and categorizing titles, duties, salaries, advancement opportunities, etc. | | |
| Use supplementary sections of the telephone book | | |
| Use a dictionary to determine meaning, pronunciation and spelling | | |
| Write a letter for a specific purpose (e.g. requesting information, making a formal complaint, applying for a job) | | |
| Locate materials in a catalog, files, or index | | |
| Take a variety of types of written tests | | |
| Fill out a W-4 form | | |
| Read and follow directions from an automated teller machine | | |

STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES

VOLUNTEER TUTOR COORDINATION

# STUDENT OUTCOMES CHECKLIST

Student name _____

Tutor name _____

Today's date _____

Put a check in the **Interest** column if the student would like to achieve this outcome.
Put a check in the **Accomplished** column if the student has completed this outcome *for the first time* during the period between **July 1, 1992** and **May 30, 1993**.

| Interest | Outcome | Accomplished | Comments |
|---|---|---|---|
| | **Education** | | |
| | Wrote and mailed a letter | | |
| | Kept a journal | | |
| | Completed 3 months tutoring | | |
| | Mastered a Washington State Core Competency | | |
| | Successfully completed the GED Exam | | |
| | Passed one test of the GED Exam | | |
| | Enrolled in community college course, lab, or ABE/ESL class | | |
| | Advanced to a higher level class | | |
| | Increased one or more grades on standardized test | | |
| | Increased score on CASAS test | | |
| | Became a tutor or program assistant | | |
| | Other: _____ | | |
| | **Work/Economic** | | |
| | Participated in On-the-Job Training (paid or voluntary) | | |
| | Entered Job Corps | | |
| | Wrote a resume | | |
| | Completed a job application | | |
| | Got a job | | |
| | Entered a vocational or skill training program | | |
| | Completed a vocational or skill training program | | |
| | Passed a job certification test | | |
| | Got a better job or a promotion | | |
| | Started own business | | |
| | Opened a bank account | | |
| | Wrote a check | | |
| | Obtained or upgraded housing | | |
| | Got off public assistance | | |
| | Read a work report, log, or announcement | | |
| | Wrote a work report, log, or announcement | | |
| | Verbally stated concern or complaint to supervisor | | |
| | Other: _____ | | |



BEST COPY AVAILABLE

| Interest | Outcome | Accomplished | Comments |
|---|---|---|---|
| | **Community Life Skills** | | |
| | Got a driver's permit | | |
| | Passed a driver's test | | |
| | Registered to vote | | |
| | Voted for the first time | | |
| | Registered for a green card | | |
| | Passed a citizenship course | | |
| | Got a library card | | |
| | Got a fishing/hunting license | | |
| | Read bus schedule (or called for directions) and took bus | | |
| | Served on a board or committee | | |
| | Made a presentation to a community group | | |
| | Initiated special community project | | |
| | Used the phone to make/break an appointment | | |
| | Left an intelligible message on an answering machine | | |
| | Entered a self help or treatment program | | |
| | Completed a self help or treatment program | | |
| | Wrote a family budget | | |
| | Made change for a $20 bill | | |
| | Was interviewed for a newspaper article | | |
| | Published writing in newsletter or student writing book | | |
| | Other: | | |
| | | | |
| | | | |
| | **Family Involvement** | | |
| | Joined PTA or other parent organization | | |
| | Attended parent/teacher conference | | |
| | Wrote a note to child's teacher | | |
| | Read a note from a child's teacher | | |
| | Read to child 3 times/week on regular basis | | |
| | Reported child's grades improved | | |
| | Other: | | |
| | | | |
| | | | |



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## POSSIBLE VALUE CLARIFICATION EXERCISE

1. Imagine that you have died and are waiting to get into heaven. In order to get in, you are going to be judged on whether or not you accomplished everything you wanted to in life. How do you fare?

2. Write your own obituary, putting into it all of your life long accomplishments of which you are proud and why you are proud of those accomplishments.

3. Imagine that you have just received a million dollars. What would you now do with your life?

4. Imagine that your mind is a videotape recorder that has recorded all the messages that you received during the first ten years of your life. Rewind to your childhood and review the images of growing up, of learning how to act and cope in the world. Focus on your parents or other people who were major influences on you. What kinds of things did they tell you about how you should think and act? Some things may not have been said, but somehow it was clear what was expected of you. Put these expectations into your own words. Which of these attitudes, beliefs, or values do you try to uphold now? Now think about which of these expectations, beliefs, or values are helpful to you in living your life today. Do any of them cause you problems or conflict? Which of these beliefs would you like to change?

5. Imagine that you are on your death bed and about to die. Lying there, you begin to reflect back upon your life, thinking about all the things that you accomplished or failed to accomplish. Write down everything that you feel good about accomplishing and everything you feel sad about not accomplishing.

## A " USEFUL" GOAL CONTAINS FIVE KEY ELEMENTS

| | | |
|---|---|---|
| **SPECIFIC:** | | describes what you want to accomplish with as much detail as possible |
| | poor | "I want to read better." |
| | better | " I want to increase my reading comprehension score 10% by the end of the semester." |
| **MEASURABLE:** | | describes your goal in terms that can clearly be evaluated |
| | poor | "I want to lose weight this year." |
| | better | "I want to lose 15 lbs. in two months." |
| **CHALLENGING:** | | a goal that takes energy and discipline to accomplish |
| | poor | "I want to make it to all my classes tomorrow." |
| | better | "I want to do the assignments and be prepared for my class tomorrow." |
| **REALISTIC:** | | a goal you know you are actually capable obtaining |
| | poor | "I want to be a student at an Ivy League University by next fall." |
| | better | "I want to complete this book by September." |
| **STATES COMPLETION DATE:** | | goals that break longer term goals into shorter term pieces and clearly specify target completion dates |
| | poor | "I want to see the world before I die." |
| | better | "I want to visit Disneyland with in 2 years." |

### RULE OF THUMB

a goal is more likely to contain these 5 elements if you remember to use the following format:

I WANT TO ... (DO WHAT). (WITH WHOM). (BY WHEN).

THINK SHEET

| | |
|---|---|
| DOMAIN: | Academic, Social/Personal, Economic/Occupational |
| THEME: | Expansion or Cutting back<br>Improvement<br>Problem-solving<br>Maintenance<br>Innovation |

EXAMPLE GOALS

| | |
|---|---|
| ACADEMIC | I want to learn 3 new words each week.<br>I want to learn the difference between too, to and two.<br>I want to continue with my tutor.<br>I want to take a new class. |
| SOCIAL/ PERSONAL | I want to watch less tv on the weekends.<br>I want to take a walk 3 times a week.<br>I want to find an apartment in the want ads.<br>I want to maintain my friendship by phone with my cousin.<br>I want to start a personal journal. |
| ECONOMIC/ OCCUPATIONAL | I want to save $5.00 each week.<br>I want to increase my earning by 10%.<br>I want to know how coupons save money.<br>I want to be on time for work.<br>I want to find job information in the library. |

I. IDENTIFICATION OF LONG-TERM GOALS

A. What do you want out of life? Think about all the things you would like to achieve, obtain, or experience and list them. Do not list what you think others would want, only what you want out of life.

B. Look over your list for things that are not in your power to achieve or are unrealistic (e.g., expecting an "A" in a tough class when you don't really plan to put in extra effort; being a mechanical engineer when you have very little math ability). Either modify these long-term goals so that they are achievable or cross them off.

C. Look over your list for statements that are too general or too vague (e.g., make lots of money, be a perfect student). Rewrite them so they are specific, thus making it easier to decide whether the long-term goal is reachable.

D. Categorize your goals into Academic (i.e., aspirations for classes, developing expertise in your major, etc.), Economic/Occupational (i.e., career aspirations, contributions, etc.), Social/Personal (i.e., relationships, fun, marriage, hobbies, etc .) goals. If you decide that most of your goals are in one area, you may want to consider balancing out your goals in these four areas.

E. Within each category, rank order your Academic, Economic/Occupational, Social/Personal goals by their importance.

F. Examine the 3 top-rated Academic, Economic/Occupational and Social/Personal goals. See if there are any inconsistencies among them (i.e. conflicts, incompatible goals, overloads, etc.). Modify your goals if possible, to make them fit better as a group.

G. On a scale of 1 to 10, one being very low and ten being very high, rate how important your college education is for the accomplishment of your 3 top-ranked Academic, Econonomic/Educational, and Social/Personal goals.

H. Describe how each of the classes you are taking this semester will help you to attain each of your three top-ranked long-term goals. Be specific.

I. Now that you have identified your 3 top-rated Academic, Economic/Educational, and Social/Personal goals, describe what changes, if any, you will need to make in your approach to college. Be specific.

II. CLARIFICATION OF LONG-TERM GOALS

A. Describe how far you have come in achieving your 3 top-ranked long-term Academic, Economic/Educational and Social/Personal goals. Describe each goal separately.

B. On a scale of 1 to 10 (10 being very high), rate your commitment to achieving your 3 top-ranked long-term Academic, Economic/Educational and Social/Personal goals. In other words, how certain are you that you want to pursue three goals in your lifetime? Explain each rating.

C. Look and see if you have any long-term goals with a commitment rating less than eight. A rating below eight indicates questionable commitment to working towards achieving that goal. For each of these goals, describe the person and task characteristics that you need to know so that you can either increase your level of commitment to a long-term goal or eliminate it as a top-ranked goal.

For Example: person characteristics -- Do your values match this goal? Do your strengths and weaknesse match with the task requirements of the goal?

task characteristics — Do you really understand the specific skills that are necessary to be successful at obtaining the goal? Do you know the specific way of life that is implied by this goal?

D. In this step, you will begin the process of setting short-term subgoals designed to either eliminate uncertainty or to move you closer to accomplishing your top-ranked long-term goals. From this point on, you will only focus on your 3 top-ranked ACADEMIC goals. For each of your 3 top-ranked long-term academic goals, create one short-term subgoal that could be obtainable in 2 to 4 weeks, if your long-term academic goal had a commitment rating of eight or greater, use "Format 1". If your commitment rating was less than eight, use ' Format 2".

1. FORMAT 1 — Set a subgoal that you will complete in the next two to four weeks to further the accomplishment of your long-term academic goal.

2. FORMAT 2 — Set a subgoal that you will complete in the next two to four weeks to eliminate the uncertainty about fully committing to your long-term academic goal.

E. Describe in detail all the potential obstacles that could prevent you from accomplishing these short-term academic goals. (e.g., over commitment; friends, parents, procrastination, lack of motivation, underestimating the size or nature of the task, etc.)

F. Describe what games and rationalizations you have used in the past to justify the above obstacles when they have prevented you from accomplishing similar short-term goals. (e.g., "I tell myself I have plenty of time before I have to be responsible", "I usually blame someone else, etc.")

III. STATEMENT OF THE SPECIFIC SHORT-TERM GOALS

A. After reconsidering all the information from steps I and II, evaluate your previously mentioned short-term academic goals. How would your short-term academic goals need to be modified to:

1. reflect your greater metacognitive awareness (e.g., what you know about the task requirements, obstacles, your personal strengths, weaknesses, etc.).
2. meet the requirements of a "useful" goal, that is to be: realistic specific measurable challenging, and obtainable in a short time-span

B. The goal should be stated like "I want to . . . (do what, with whom by when)". For example, "I want to stop procrastinating can be rewritten as "I want to start each assignment the day it is assigned during the next two weeks". BE SURE TO WRITE A SHORT-TERM ACADEMIC GOAL THAT IS OBTAINABLE WITHIN 2 TO 4 WEEKS.

IV. BRAINSTORM POTENTIAL TACTICS

A. Write a list of all potential tactics that might help you accomplish each of your 3 short-term academic goals defined in step three.

B. Consider all the potential approaches - don't censor yourself, you will choose the most effective plan of action later although some tactics may seem stupid write then down, they may lead to better ones (e.g., create a study period each day, quit school, etc.)

V. CHOOSE A PLAN OF ACTION

A. Go back through your list of potential tactics and eliminate those approaches that you predict would not be effective in accomplishing your 3 short-term academic goals and/or are not realistic (i.e., you won't really do it).

| For Example: | realistic | effective |
|---|---|---|
| 1. Study period | yes, explanation | maybe, explanation |
| 2. quit school | no, explanation | no, explanation |
| 3. etc. | | |

B. Rewrite the list so that it contains only the tactics that you predict would help you accomplish your short-term goals. From these remaining tactics, construct a complete plan of action that you will use over the next 2 to 4 weeks to accomplish your short-term academic goal. Do this for each of your short-term academic goals.

For Example:

| Which tactics? | When will you use it? (be specific) | Which metacognitive awareness characteristics will be affected? |
|---|---|---|
| 5 minute plan | When I find myself having problems getting started | My person characteristic that I haven't developed an interest in the readings yet. |

C. Identify any potential problems which might occur with your plan of action. (Are there person or task characteristics you've forgotten to account for? How might those affect your plan?)

D. What adjustments can be made in your plan of action to compensate for the potential problems above?

IV. IMPLEMENT YOUR PLAN OF ACTION

For the next 2 to 4 weeks you will keep a journal of how you implement your plan of action. In your journal you should:

A. keep a record of all things, both planned and actual, directly related to your plan of action (e.g., behaviors, thoughts, , "to-do" lists, test scores, etc..).

B. monitor the progress of the plan throughout its implementation.

C. make adjustments where needed.

VII. EVALUATION OF THE PLAN AND SHORT-TERM GOAL

A. Did your plan accomplish your short-term goal?
   1. Did you fully implement your plan of action?
   2. Was there a fault in your plan of action?

B. What modifications, if any, would you make on your plan of action for next time?

C. What modifications, if any, would you make in your short-term academic goals?

## Literacy Action Center
## Progress Evaluation
(Adapted from California Adult Learner Progress Evaluation Process)

Report date_____

Student's Name:_____

Tutor's Name:_____

(Tutor: Please discuss these progress areas with your student at the initial session, for each six month reporting period or when your student exits the program and return this report to the LAC office.)

1) How long has student been in the program? (check one)

| 1st session | 4 - 6 mos | 7 - 12 mos | 13 - 18 mos | 19 - 24 mos | 25+ |
|---|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

2) Reading habits: Here is a list of some things that people often read. How often do you read these things outside the tutoring session? Of those you do read, which are easy for you to read; which are hard?

| | Not at all | Sometimes (once or twice a week) | Regularly (almost every day) | Easy to Read | A Little Hard | Very Hard |
|---|---|---|---|---|---|---|
| Street/traffic signs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Menus | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Mail/bills/letters | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Labels/instructions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Notes from school | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Bank machines, etc. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Comics | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reading books to child | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| T.V. Guides | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Newspapers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Magazines | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Religious materials | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Work materials | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Books | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other_____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

LAC Progress Evaluation
page two

3) Estimate of overall student reading level

- ☐ R - Readiness - recognize letters and numbers
- ☐ W - Sight words and vocabulary or interest
- ☐ S - Simple sentences
- ☐ P - Complex sentences and Paragraphs
- ☐ A - Application to new situation

4) Writing habits: Here is a list of some things that people often write. How often do you write these things outside the tutoring session? Of those you do write, which are easy for you to write; which are hard?

| | Not at all | Sometimes (once or twice a week) | Regularly (almost every day) | Easy to Write | A Little Hard | Very Hard |
|---|---|---|---|---|---|---|
| Checks | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Notes/memos | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Orders | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Recipes | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Forms/applications | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reports | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Letters | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Stories/poems | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Articles | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Greeting Cards | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Crossword puzzles | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other_____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

5) Estimate of overall student writing level

- ☐ R - Readiness - write letters and numbers
- ☐ W - Sight words and vocabulary of interest
- ☐ S - Sentences that form complete thoughts
- ☐ P - Sequences sentences to form paragraphs
- ☐ A - Application to new situation

6) Outside the tutoring session, approximately how much time do you read during a typical week?

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

LAC Progress Evaluation
page three

7) Outside the tutoring session, approximately how much time do you write during a typical week?

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

8) Which one of these phrases would describe you best?

| "I can't read." | "I can read, but only simple things." | "I can read, but I can't understand." | "I can read, but not under pressure." | "I can read, and I like to read." |
|---|---|---|---|---|
| | | | | |

9) Which one of these phrases would describe you best?

| "I can't write." | "I can write, but just letters & words." | "I can write, but only simple things." | "I can write, but I can't spell." | "I can write, and I like to write." |
|---|---|---|---|---|
| | | | | |

10) What specific way has this program helped you during the past 6 months? _____

_____

11) Why did you decide to leave the program? (Complete only if learner left the program during this reporting period)

- ☐ Met Goals
- ☐ Entered job training
- ☐ Moved
- ☐ Job change
- ☐ Unknown
- ☐ Child care problems
- ☐ Health problems
- ☐ Lack of interest
- ☐ Transportation problems
- ☐ Family crisis
- ☐ Referred to other program_____
- ☐ Unhappy with program(please explain)_____

_____

_____

- ☐ Other_____

LAC
5/89

# STUDENT SELF-ASSESSMENT TOOLS

## STUDENT PRELIMINARY SELF-EVALUATION

1. How often do you read _____ A LOT
   _____ SOMETIMES
   _____ ONLY WHEN I HAVE TO
   _____ NEVER

2. Do you read for enjoyment _____ OFTEN
   _____ SOMETIMES
   _____ NEVER

3. Do you read for information _____ OFTEN
   _____ SOMETIMES
   _____ NEVER

4. How well do you think you read _____ VERY WELL
   _____ AVERAGE
   _____ POORLY
   _____ NOT AT ALL

5. Do you understand what you read _____ VERY WELL
   _____ AVERAGE
   _____ POORLY
   _____ NOT AT ALL

6. How well do you remember what you read _____ VERY WELL
   _____ AVERAGE
   _____ POORLY
   _____ NOT AT ALL

7. Does lack of reading keep you from doing things you would like to do
   _____ OFTEN
   _____ SOMETIMES
   _____ NEVER

8. How do you learn _____ FAST LEARNER
   _____ AVERAGE
   _____ SLOW
   _____ OTHER

STUDENT NAME _____ DATE _____

Comments: _____

_____

LAC 4/90

## ESL STUDENT SELF ASSESSMENT

Name_____ Date_____

*TUTORS: Please assist your student in answering the following questions. This assessment should help you to set goals and plan for future lessons.*

1. Do you enjoy speaking English?

   _____ No, not at all
   _____ Sometimes
   _____ Very Much

2. How well do you think you SPEAK English?

   _____ Not well
   _____ Well
   _____ Very well

3. How well do you think you READ English?

   _____ Not well
   _____ Well
   _____ Very well

4. When we speak to you in English, do you UNDERSTAND what we say?

   _____ Never
   _____ Sometimes
   _____ Most of the time

5. How do you feel about talking with English speakers?

   _____ Not good
   _____ Good
   _____ Very good

6. How do you feel about asking for help with English when you are talking with someone?

   _____ Not willing
   _____ Willing sometimes
   _____ Always willing

GERMAN/DEUTSCH

STUDENT
INFORMATION
STUDENTEN INFORMATION

DATE
DATUM _____

NAME/ NAME _____

ADDRESSE/ADDRESS _____

STADT/ CITY _____ ZIP CODE
POSTLEITZAHL/ _____

TELEFON NR./ TELEPHONE NUMBER _____

NATIONALITAET/NATIONALITY _____ AGE
ALTER/ _____

VISUM/ VISA TYPE _____ BIRTHDAY
GEBURTSDATUM/ _____

HOW LONG IN US?
WIE LANGE IN USA/ _____ SEX
GESCHLECHT/ _____

Read and Write in your own language?
KOENNEN SIE IN DEUTSCH LESEN UND SCHREIBEN/ _____

Previous English study or contact?
IHRE ENGLISCH KENTNISSE ODER SCHULUNG/ _____

Future goals or plans
IHRE PLAENE UND ZIELE/ _____

_____

_____

ADDITIONAL COMMENTS:
BEMERKUNGEN:

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

YOU ARE ENROLLED IN A VOLUNTEER TUTORING PROGRAM.
SIE SIND AUFGENOMMEN IN UNSEREM LEHRPROGRAMM.

YOUR TEACHER IS _____
IHR PRIVATLEHRER IST...

CLASS IS ON _____ FROM _____
KLASSEN AM... VON-BIS

CLASS BEGINS ON _____ CLASS ENDS _____
KLASSE BEGINNT AM... KLASSE ENDET...

HCC ADULT LITERACY PROGRAM. THANK YOU !
VIELEN DANK!!!

GERMAN/DEUTSCH

NAME _____

ENGLISH SKILLS
ENGLISCH KENTNISSE

| | SEHR GUT EXCELLENT | GUT PRETTY GOOD | BEFRIEDIGEND O K | SCHLECHT NOT GOOD | BAD |
|---|---|---|---|---|---|
| B FASSUNGSKRAFT COMPREHENSION | 5 | 4 | 3 | 2 | 1 |
| GELAEUFIGKEIT FLUENCY | 5 | 4 | 3 | 2 | 1 |
| WORTSCHATZ VOCABULARY | 5 | 4 | 3 | 2 | 1 |
| AUSSPRACHE PRONUNCIATION | 5 | 4 | 3 | 2 | 1 |
| GRAMMATIK GRAMMAR | 5 | 4 | 3 | 2 | 1 |
| Deutsch In my language | 5 | 4 | 3 | 2 | 1 |

WHERE WE STARTED

(Please complete this by the end of the third tutoring session.)

Student's name_____

Tutor's name_____ Date_____

Reading habits: Here is a list of some things that people often read. How often do you read these things outside the tutoring session? Of those you do read, which are easy for you to read: which are hard? Would you like to learn? ✓

| | Not at all | Sometimes (once or twice a week) | Regularly (almost every day) | Easy to Read | A Little Hard | Very Hard |
|---|---|---|---|---|---|---|
| Street/traffic signs | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Menus | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Mail/bills/letters | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Labels/instructions | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Notes from school | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Bank machines, etc. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Comics | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Reading books to child | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| T.V. Guides | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Newspapers | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Magazines | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Religious materials | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Work materials | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Books | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other_____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

Writing habits: Here is a list of some things that people often write. How often do you write these things outside the tutoring session?

Of those you do write, which are easy for you to write; which are hard?

| | Not at all | Sometimes (once or twice a week) | Regularly (almost every day) | Easy to Write | A Little Hard | Very Hard | Would you like to learn? |
|---|---|---|---|---|---|---|---|
| Checks | ☐ | ☐ | ☐ | ○ | ○ | ○ | ✓ |
| Notes/memos | ☐ | ☐ | ☐ | ○ | ○ | ○ | |
| Orders | ☐ | ☐ | ☐ | ○ | ○ | ○ | |
| Recipes | ☐ | ☐ | ☐ | ○ | ○ | ○ | |
| Forms/applications | ☐ | ☐ | ☐ | ○ | ○ | ○ | |
| R rts | ☐ | ☐ | ☐ | ○ | ○ | ○ | |
| Letters | ☐ | ☐ | ☐ | ○ | ○ | ○ | |
| Stories/poems | ☐ | ☐ | ☐ | ○ | ○ | ○ | |
| Articles | ☐ | ☐ | ☐ | ○ | ○ | ○ | |
| Greeting Cards | ☐ | ☐ | ☐ | ○ | ○ | ○ | |
| Crossword puzzles | ☐ | ☐ | ☐ | ○ | ○ | ○ | |
| Other_____ | ☐ | ☐ | ☐ | ○ | ○ | ○ | |

BASIC SKILLS STUDENT SELF ASSESSMENT

NAME_____DATE_____

1. Do you read for enjoyment?

___ Never

___ Sometimes

___ Often

2. Do you read for information?

___ Never

___ Sometimes

___ Often

3. How well do you think you read?

___ Not well

___ Fairly well

___ Very well

4. How well do you understand what you read?

___ Not well

___ Fairly well

___ Very well

5. Does lack of reading keep you from doing things you would like to do?

___ Never

___ Sometimes

___ Often

6. Do you feel willing to talk to others about it?

___ Not willing

___ Willing to mention it to ask for help

___ Very willing

# STUDENT PROGRAM ORIENTATION ACTIVITIES

To:_____

Date:_____

## NOW WHAT?

Make a place and time to study. Make it the same each time.

Get papers, pens, pencils and other supplies together.

Begin now to copy words during your study time.

Think about a story that you want to tell.

Think about people or places that you want to learn about.

Start to collect words that you already know.

Feel good about your first steps. It took guts!

## New Student Orientation

Students qualify for the literacy program by expressing a desire to enhance their basic skills in reading, writing, speaking and/or listening in English.

All **students** that receive free tutoring:

- Live in the program's geographic territory.
- Understand all tutors are volunteers.
- Commit 6 months of learning to the program.
- Agree to attend each learning session on time.
- Agree to a skill level assessment.

A successful literacy student:

- Will set up a time and place to study.
- Will set goals of achievement.
- Will help provide material and ideas to work from.
- Will be willing to talk to other literacy students and tutors.
- Will work hard (with a volunteer) to achieve these goals.
- Will help us keep track of your progress.
- Will express the need for confidentiality (if needed.)
- Does homework and practice new skills.

A **successful** literacy student will:

- Not give up, even when the work seems difficult
- **Meet** new, nice people
- Have more self confidence
- **Gain** new insights and information
- Improve the **quality** of their own **life**
- **Feel better** about themselves
- Receive new independence and **rewards**
- **Deserve recognition**

# TACOMA COMMUNITY HOUSE
# LEARNER HANDBOOK

1314 South "L" Street
Tacoma, Washington 98405
(206) 383-3951

Tacoma Community House programs are available to all without regard to race, color, national origin, gender, or ability.

(8 page manual)

# CONTRACTS

# St. James Refugee Program
## Student/Tutor Contract

Tutor's Name:_____ Tutoring Began:_____ .

Student's Name:_____

WE AGREE TO MEET AT_____ ON_____
(Location) (Day(s) Of Week)
AT_____
(Time)

WE AGREE TO:

1. Meet at least ____ hours per week.
2. Be on time to lessons - or wait_____ minutes if the other is late.
3. Call before the scheduled lesson time if we will be late or won't be able to make it to the lesson. Please call your partner. The Refugee Program is not responsible for contacting your partner.
   *I understand that if two lessons are missed without notification, I can request a new partner.

   Partner's phone number(s)_____
4. Contact program staff:
   --Every 6 months to schedule a meeting.
   --If we would like a new partner.
   --If a partner has missed 2 lessons without notice and a new partner is needed.
   --If we decide to terminate lessons.
5. Return all book and materials borrowed from Refugee Program Resource Center within 2 weeks of check out time.
6. Tutor will submit quarterly report forms (Due dates: 4/15, 7/15, 10/15, 1/15).

I. Student Goals: "I want to improve my English so that I can . . . ."

| | | Expect to Reach By: | Date completed |
|---|---|---|---|
| Listening Goal: | _____ | _____ | _____ |
| Speaking Goal: | _____ | _____ | _____ |
| Reading Goal: | _____ | _____ | _____ |
| Writing Goal: | _____ | _____ | _____ |
| Other Goal: | _____ | _____ | _____ |

Student signature:_____ Date_____

Tutor signature:_____ Date_____



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# LAC TUTOR CONTRACT

If selected as an LAC tutor, I will meet the following expectations:

- Take time to prepare adequately for tutoring sessions with my student and attend in-service and training sessions.
- Attend and make available to my student information about LAC opportunities for learning enhancement (i.e. Bathhouse Theatre, Book-It).
- Keep the LAC informed by turning in weekly lesson summaries, calling in if late or unable to make a session, taking the necessary steps for termination of a match or change of meeting time, and updating LAC staff on changes of phone number and/or address.

In return, the LAC agrees to provide tutors with the following:

- An academic environment for tutoring, relevant materials for student needs, and extra events to stimulate interest and promote enthusiasm for learning.
- Training and in-service workshops, community involvement and contacts, and every opportunity for a positive volunteer experience.
- Informed guidance, support, assistance and feedback.

Volunteer Signature_____Date_____

LAC Staff Signature_____Date_____

LAC/forms/tcntrct.doc, 1/93

Literacy Action Center
ESL/Student/Tutor Contract

Tutor's Name:_____ Tutoring Began:_____

Student's Name:_____

WE AGREE TO MEET AT THE LITERACY ACTION CENTER ON _____
(DAY(S) OF WEEK)

AT _____
(TIME)

LAC Hours (Available Tutoring Times):

| | |
|---|---|
| Mondays | 9:30am - 8:30pm |
| Tuesdays | 1:00pm - 8:30pm |
| Wednesdays | 9:30am - 8:30pm |
| Thursdays | 9:30am - 8:30pm |

WE AGREE TO:

1. Meet at least 3 hours per week(recommended 2 times for 1 1/2 hours each)
2. Be on time to lessons - or wait_____minutes if the other is late.
3. Call before the scheduled lesson time if we will be late or won't be able to make it to the lesson.

---LAC phone number is 782-2050
---Tutor's phone number is_____
---Student's phone number is_____
* I understand that if two lessons are missed without notification, I can request a new partner.

4. Contact program staff

---Every 6 months to schedule a meeting.
---If we would like a new partner.
---If a partner has missed 2 lessons without notice and a new partner is needed.
---If we decide to terminate lessons.

**I. Conversation Goals:**

Goal:_____
Goal:_____
Goal:_____

**II. Other Goals:**

Goal:_____
Goal:_____
Goal:_____

Student signature:_____ Date:_____
Tutor signature:_____ Date:_____



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REFUGEE WOMEN'S ALLIANCE
3004 SOUTH ALASKA SEATTLE, WASHINGTON 98108 (206)721 0243
*"Hands Across Cultures – Women Helping Women"*

**STUDENT/TUTOR AGREEMENT**

Tutor's name:_____ Start date:_____

Students' names:_____ _____

_____ _____

WE AGREE:

1. To meet at Refugee Women's Alliance on (DAYS OF THE WEEK) _____ at (TIME) _____.
2. To meet twice a week for one academic quarter (ten weeks; _____ to _____ ). Each session to be one and a half hours.
3. To call each other and the coordinator if we are going to be late or cannot attend class.
4. To tell the coordinator if we plan to meet off-site or take a field trip during class time.
5. To report to coordinator with any questions or concerns as they arise during the quarter.

Tutor's Signature: _____

Students' Signatures: _____

_____

_____

_____

ST. JAMES
REFUGEE PROGRAM

(206) 382-4511

804 9th Ave.
Seattle, WA 98104
(mailing addre

803 Terry Ave.
Seattle, WA 98104
(street address)

# Tutor Contract

Program Objective: To assist persons for whom English is a second language in learning or improving their English language skills--listening, speaking, reading and writing (in that order)--so that the student can function more fully in the community.

Time Commitment: 2 hours minimum teaching time per week, preferably spread over at least 2 days, for 3 months.

Responsible to: Volunteer Coordinator

Position Responsibilities:

- To become familiar with and learn to use basic texts and materials by participating in basic ESL training.
- To tutor non-English-speaking adults in English, at St. James, in their homes or at other suitable sites.
- To be reliable and on time on regularly scheduled days. Give as much notice as possible if you are unable to meet with your student and arrange a mutually satisfactory time for a make-up session.
- To plan and carry out lesson plans. Consult your volunteer coordinator if there are any questions about the plan or materials.
- To keep records of your student's progress and keep a record of the hours spent with your student. Fill out and return quarterly reports, which are due Jan 15, April 15, July 15, and Oct 15.
- To realize that all acts of assistance will be performed without financial compensation.

I have read and understand the above and agree to carry out the responsibilities as described.

Signed _____
(Volunteer)

Date _____

_____
(Volunteer Coordinator)

## TACOMA COMMUNITY HOUSE
### STUDENT/TUTOR AGREEMENT

Student's Name:_____ Phone:_____

Tutor's Name:_____ Phone:_____

We agree to meet at TCH/PLU/EAST/PIERCE/GHC on_____
(days of the week)

_____ at_____.

I agree to:

1. Meet at least four hours a week.
2. Be on time to lessons. I agree to wait _____ minutes for my partner before leaving.
3. Call my partner before the scheduled lesson time, if I'll be late or won't be able to make it to the lesson and/or leave a message with a staff person. I understand that if my partner misses three lessons without notification, I can request a new partner.
4. Contact my site coordinator:
   - after every 50 and 100 hours to schedule a meeting;
   - if I would like a new partner;
   - if my partner has missed two lessons without notice and if I wish to have a new partner;
   - if my partner is missing sessions frequently, or one of us plans an extensive but not permanent break (illness, vacation);
   - if we decide to terminate lessons.

At the interview_____expressed interest in working on these areas:

1.
2.
3.
4.

Based on these our short term goals are:

1.
2.
3.
4.
5.
6.

Signed: Student_____ Date_____

Tutor_____ Starting Date_____

PENINSULA ADULT LITERACY SERVICES
P.O. Box 485
Port Angeles, WA. 98362
Telephone: (206) 452-0961

STUDENT AGREEMENT

I_____promise to attend all tutoring sessions that are prearranged with my tutor. I promise to make all appointments at a time that will not interfere with these sessions. I promise to arrive on time with all homework finished and prepared to work to the best of my ability during the time I am with my tutor.

If I have an emergency and can't make the tutoring session I will call my tutor as far in advance as possible and inform them of the situation.

You may only miss 3 sessions, emergencies only, then you will need to get permission from the programs coordinator to continue with your tutor.

I have read or have had someone read to me the above information. I understand and promise to abide by those rules.

_____Date_____

PENINSULA ADULT LITERACY SERVICES

P.O. Box 485

Port Angeles, WA. 98362

Volunteer Commitment:

1. 2 1/2 hours minimum of tutoring per week spread over at least _____ sessions.

2. 3 month minimum involvement with the program. Advance notice of resignation.

3. Regular attendance at training sessions and meetings.

4. Prompt and reliable attendance at tutoring sessions. Give as much notice as possible if you are unable to meet with your client and arrange a mutually satisfactory time for a make-up session.

5. To plan and carry out lesson plans in reading, writing, and math where ever necessary. Consult your Volunteer Coordinator if there are any questions about the plan or material to be used.

6. To keep records of your client's progress. Keep a record of the hours spent with your client each month.

7. To realize that all tutoring assistance will be performed without financial compensation or reimbursement.

In return for my volunteer work, I will receive tutor training, continuing education, hands on tutoring/aide experience and on going support. If I desire, I will also receive a written evaluation/reference from the Volunteer Coordinator. I will receive supervision, encouragement, evaluation and recognition from the Volunteer Coordinator.

I have read and understand the above and agree to carry out the responsibilities described.

Signed _____ Date _____
Volunteer

Address _____

_____

Phone _____

Volunteer Coordinator Victoria Lincoln for PALS

## Student Contract for Free Lessons

I Promise

1. I will study with my tutor for at least six months.
2. I will not quit.
3. I will be on time.
4. I will call my tutor if I cannot come to the lesson.
5. When I have a problem, I will tell my tutor, or call 878-3710 extension 303.
6. I will remember to say THANK-YOU to my tutor. He or she works for free.
7. I will help other students.

## Volunteer Contract

***As a volunteer in the Adult Literacy Program***

***I, _____ agree to the following obligations and responsibilities:***

A minimum six month **commitment** to the program.

To attend all preliminary, required **training**, prior to matching with student (ESL/Basic).

**Meet** as scheduled with your assigned student.

**Prepare** lesson plans.

**Maintain** students attendance and progress.

**Report hours** to tutor manager, by the 25th of each month.

**Attend** quarterly inservice / workshops for subsequent training.

**Communicate** concerns, successes and ideas with staff.

**Follow** School Security **Procedures**, with regards to parking zones and permits, building and room accessibility.

## Talk Time Student / Tutor Agreement

Tutor:_____

Phone:_____ Best Time_____

I agree to tutor the following students in TALK TIME
helping ESL adults improve oral and auditory communication skills and advise in cross cultural matters and life skills. I will meet at the designated time and place and follow the guidelines in the job description.
I understand that I am volunteering without pay and I agree that the coordinator, the students or the associated school are released from any and all liabilities. I agree to keep track of my hours that I spend volunteering.

Signature_____Date_____

**Students:**

Name_____Phone_____

Name_____Phone_____

Name_____Phone_____

Name_____Phone_____

Name _____Phone_____

I agree to work with the above literacy tutor. I agree to call my tutor if I cannot make the appointment as agreed at least 24 hours in advance. I agree to release the tutor, the coordinator and the associated school from any and all liability. I understand that I will not receive any class credit for this.

LOCATION_____

DAYS_____TIMES_____

Highline Community College
2400 South 240th Street • P.O. Box 98000 • Des Moines, Washington 98198-9800 • (206) 878-3710
Developmental Studies Department M/S 19-1

STUDENT - TUTOR WORKING AGREEMENT

TUTOR

As a trained LITERACY TUTOR, I _____

can be reached at home _____ and work _____.

By signing this agreement I understand that I am volunteering without pay. The literacy program and the associated school is released from any and/or all liability and that I will comply with the responsibilities outlined in the job description. I am committing a minimum of six months to the program.

Signature _____ Date _____

STUDENT

As a STUDENT, I _____

can be reached at home _____ and work _____.

By signing this agreement I understand that I am to meet my tutor at the the assigned time and place, unless I notify him/her with at least 24 hours advance notice. I also agree that both the literacy program and the associated school are released from any and all liability. I understand that this free service is non-credit and I am only responsible to pay for books and materials. I am committing a minimum of six months to the program.

Signature _____ Date _____

MEETING PLACE, TIMES AND DATES

Location _____

Meeting Times _____

SOUTHWEST SEATTLE LITERACY COALITION

# Student/Tutor Contract

Tutor's Name_____Tutoring Began_____

Student's Name_____

We will meet at the literacy program site on_____
from _____ to_____. (days of week)
(time) (time)

We agree to:

1. Meet at least 3 hours per week.
2. Be on time or to wait_____minutes.
3. Call before lesson to be late or miss lesson.
   * site phone_____
   * tutor phone_____
   * student phone_____

   ** I understand that if two (2) lessons are missed without notification, I can request a new partner.

4. Contact coordinator
   - after first 2 weeks, first 30 hours, 100 hours of tutoring.
   - If one partner has missed two (2) lessons without notice, and a new partner is needed.
   - If there are any problems or questions.

| SHORT TERM GOALS: | EXPECT TO REACH BY: | DATE COMPLETED: |
|---|---|---|
| 1._____ | _____ | _____ |
| 2._____ | _____ | _____ |
| 3._____ | _____ | _____ |

LONG TERM GOALS

_____

_____

_____

Student Signature_____Date_____

Tutor Signature_____Date_____

## CHECKLIST FOR FIRST MEETING

1. Confidentiality (explain) _____
2. Student and Tutor files _____
3. Contract (sign & keep) _____
4. Goals (discuss) _____
5. Progess Report (discuss) _____
6. Newsletter (discuss & give) _____
7. Where resources (show) _____
8. Where meeting & when (record) _____
9. Files returned to Intake office _____

# Check list for Student Tutor matches

Meet w/ tutor before student arrives (usually 15-20 mins)

- go over ESL ability of st.
- self assessment if completed
- anything note worthy in st file
- other aspects of interest - family background, anything you may know that makes this person unique.

Guidance to resources

- books to start with
- cultural info.

} reminder of book ck in/out system

- Tutor Manual (Give them one and have them sign the list saying they received one. It is theirs to keep.)

- Codes (for both the office door & outside entrance.
- Walk through on elevator (if necessary or not shown before
  - importance of their security

Room Reservations (if tutoring here)

- procedure (where supplies, ie: wh boards are found if tutoring in hall)

Other concerns

Other items * reminder of need for newsletter articles, ideas, etc. Show where to put them (and give them latest newsletter if don't have it).

# Check list for Student / Tutor Matches

With Student & Tutor together:

- Basic intros
- Reiterate importance of commitment (last chance to say this isn't a good time for me to make this comm
- Go through St/Tutor Contract
  - #1-6 especially
  - make sure if you don't give a copy of the sts.'s & tutors info form that they exchange #s.
- Explain philosophy of program - student learning approach
  - go over student self-assessment. Do it if it hasn't been completed already.
  - transfer these to goals. Make them measurable. Explain why. May get other ideas from "evaluating progress" paper.
- Other concerns / issues
  - make sure everyone gets a copy of contract. (including ch's copy goes in the tutor's file)
  - be specific about where the st. / tutor will meet (ie: glass doors @ top of stairs - show st & tutor exactly where.)

## *A Quick Cultural Quiz*

*How many of these can you answer about your student's language and culture?*
*Discuss this quiz to become familiar with your students cultural background.*

*Student's Language/Culture*_____

*MEALS*

1. How many meals a day are usually eaten?_____
2. At what times?_____
3. Which is the main meal?_____
4. What foods generally are served at the main meal?_____

*GESTURES*

5. What gestures are commonly used for greetings:
   formal_____
   informal _____
6. What gesture is used when asking for silence?_____
   _____
7. How is approval shown:
   at concerts?_____
   at meals?

*NAMES*

8. What is a typical full name?_____
9. In what order are the names written? (family name first, etc.)
   _____
10. How do names and titles change when a person is:
    Married?_____
    Widowed?_____
    Divorced?_____

*HOLIDAYS*

11. Give the following for 3 holidays: name, date, how celebrated, why?
    a. _____
    _____
    _____
    b. _____
    _____
    _____
    c. _____
    _____
    _____

*HUMAN-ANIMAL RELATIONSHIPS*

12. Do they have pets? If so, what are common pets?

_____

13. Do they describe persons with animal names, traits?("as clever as a fox","you turkey", etc.)

_____

14. What numbers are regarded as:
    lucky?_____
    unlucky?_____

*COLORS*

15. What colors mean:
    happiness?_____
    mourning?_____

*TIME*

16. How is the date (month, day and year) written in:
    full form?_____
    abbreviated form?_____

17. If you are invited to dinner at 6, when is the polite time to arrive? (at the stroke of 6, 30 minutes early, one hour late, etc.)

_____

*ADDRESSES & PHONE NUMBERS*

18. How are addresses written on envelopes?

_____
_____
_____

19. How are telephone numbers written and said?

_____

*TABOOS*

20. List 3 subjects or actions which are generally considered taboo:

_____
_____
_____

# First Day Activities

1. **Information Grid;** Ask your students to collectively decide on 5 or 6 things they would like to know about each other and phrase them in question form. Once decided upon the questions, set up the grid on the board similar to the one below:

| Name | # in Family | Hometown | Work | Hobby |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

Have the students pair up and ask each other the questions that were chosen. After everyone has finished, have the students introduce their partners while you add the information to the grid.

2. **Find Someone Who...;** see hand out

*Variation:* Write the categories on slips of paper and have the students draw from a hat. Ask the students to find someone in the class that matches the description they drew.

3. **Name game;** "My name is Mary and I like mangos."

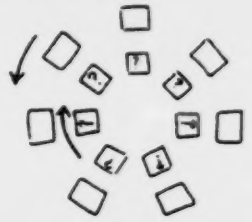
Follow up later with name reinforcement games. Examples include: 1) Toss a ball around the room. The student with the ball must say, "My name is _____ and your name is _____ " as they throw it to a classmate. Or, 2) The teacher begins by standing up and introducing one of the students and saying one thing she/he learned about that student. The student stands up and does the same for another student. At each turn people remain standing and the exercise continues until everyone in the class is standing.

4. **Line ups;** Ask students to line up in order of age, alphabetically by name or the month they were born, the number of people in their families, what time they woke up this morning, etc.

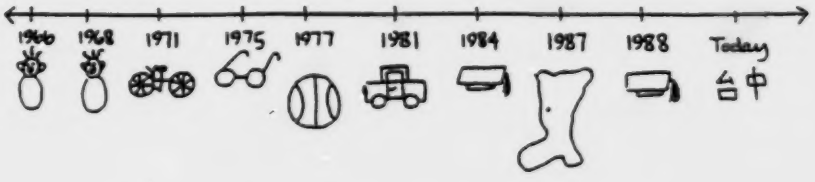
5. **Unfinished sentences;** Prepare slips of paper with unfinished sentences written on them. Ask students to draw a slip and complete the sentence. You can do this activity as a class, small groups, or in pairs.

6. **2 Truths, 1 Lie;** Have the students write 3 things about themselves on a piece of paper: 2 of which are true and 1 that is false. Each student has a turn to read their statements while the rest of the class asks questions to determine which is a lie. After a certain amount of time, the class votes as to which statement is a lie.

7. **Rotating conversation circle;** Arrange the chairs into two circle (see drawing below). The inside chairs have a question card on each seat. Students sitting on the inside chairs read the question and discuss it with the student sitting across from them on the outside chairs. After a couple of minutes students change discussion partners by having the inside circle move clockwise one seat and the outside circle moving counterclockwise one seat.



8. **Timelines;** As a class, brainstorm life events: birth, childhood events, adolescence, marriage, deaths, work, holidays, becoming a parent, etc. Have students draw timelines of their lives and experiences (see sample below). Begin by modelling your own timeline.



## For Your First Meeting...

Dear _____, Date_____ Mailbox #_____

Welcome! In this packet you'll find a great deal of information, some of which you'll use during your first session with _____. Your first session should provide for:

- getting acquainted
- setting a productive tone for future sessions
- identifying and refining goals
- establishing commitment
- evaluating/assessing if needed

Please read the comments below concerning the checked items:

☐ Your student's file: Please look this over, ask questions, make notes for yourself as needed and return to *your* file in the "Active Tutors" drawer of the big cabinet in the office. Feel free to refer to it, and add to it copies of any of your student's work that would be of interest to a future tutor, or that demonstrates progress. Think of it as a portfolio of your student's best work.

☐ LAC Student/Tutor Contract: It's important that you and your student fill this out during your first session and return it to the orange folder in the Contract Return Box after the session concludes. It will help set the tone of upcoming sessions, provide you and your student an opportunity to make a commitment to a lesson schedule and the accomplishment of specific goals. (Materials to help you and your student identify goals are also included in this packet.) *If, as time goes on, you and your student change the times and/or days you meet, please pick up a new contract in the office. It is important to keep your contract up-to-date!*

☐ Lesson Plan Outline: This outline was taken from *Tutor*, the LVA handbook you received in training. The LAC makes these forms available to its tutors. Feel free to use them, or make up your own. It's important, however, to do *some* pre-planning each time so you'll have the materials you need and are focused during the lesson.

☐ Lesson Summaries: Blank lesson summary forms are provided all LAC tutors. As with the outline, you're not required to use this particular form. Some tutors prefer to turn in brief narrative summaries of their lessons; others develop their own forms. Whatever the format, turning in lesson summaries regularly (at least once per week) is required. Lesson summaries provide the best record of your student's progress, as well as an opportunity for you to plan lesson strategies and reflect on *your* progress as a tutor. Your student's chances for success with his/her *next* tutor will be greatly enhanced by the quality of the record you leave behind in your summaries. Imagine you're talking to your successor (or to yourself, as you review where you've been and plan future lessons): What activities or techniques worked particularly well? Which fizzled?

☐ Goal Setting Aids: Use these to help identify and focus your student's goals in early sessions. They can include: the yellow *Literacy Action Center Progress Evaluation* (if nothing else, go over #2 and #4, the reading and writing habit checklists; they can be very helpful); the white *Goals Checklist* and/or California State Library *Examples of Learner Goals*. Don't feel you need to use all or every part of these materials. But particularly if your student's goals seem unclear or sketchy, reviewing this material with him/her can be very helpful in "flushing out" previously unconsidered goals.

☐ CASAS Reading Locator Test Booklet and Answer Sheet: This life-skills test should be completed by your student (you may help explain how the test works) and placed in the Office Return Box within the first three meetings. The results of this locator test will tell us which of the more extensive CASAS tests to give your student. You should allow one full session for taking that second test.

☐ LAC Parking Information & Map Project Form and Pins: There is no parking in the library parking lot while the library is open. And please follow the directions on the Map Project Form so we can be sure our map is up-to-date!

☐ Assorted Advice & Tutoring Hints: *Remember...; Hints for Getting Started and Activities Worth Repeating; Alternative Materials; Writing Sample Analysis; other(s):*_____.

☐ Tutoring Resources Locations: Office File, Contract/Newsletter/Office Return Box, Mail Box, Sign-in Area, Shelved Books, Vertical File, Map, Coffee Area, Reading Place Info., CC Materials, Copier/Computer Area.

☐ And Please Remember: o Always sign out (and remind your student to do so) after each activity.
o Check your mailbox (your box number should be found at the top of this form).

Good luck, and enjoy!

lac/forms/1stmtg.doc



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# STUDENT EVALUATION ACTIVITIES

## GOAL PROGRESS EVALUATION

1). Go over student s goals on most recent contract: note progress, goals met and those goals needing continued work.

2) What materials or methods do you think have helped you the most?

| | | |
|---|---|---|
| experience stories | reading with your tutor | word lists |
| workbooks | reading on your own (silently/aloud) | word games |
| newspapers | tutor reading to you | flashcards |
| writing -specify_____ | | |
| other(please list): | | |

3) Were there any methods you did not like?

4) Because of your studies, can you or do you now feel ready to:

| | | |
|---|---|---|
| use a library card | make lists | read maps |
| pass a driver s test | fill our an application | use a credit card |
| write checks | read a bus schedule | take phone messages |
| write letters | use the phonebook | use bank machine |
| study for the GED | write a memo | read to your children |
| read the newspaper | write a resume | read for pleasure |
| begin job training | apply for a job | ask for a raise or a promotion |
| apply to a community college | read a recipe | vote |
| | use a cookbook | follow directions |

Note here any other accomplishments or improvements:

5) Have you noticed any changes in how you feel about yourself?

## LESSON SUMMARY

[Please complete at least once a week and place in *Completed Lesson Summaries* box.]

tudent's Name_____ Date_____

Tutor's Name_____ [Reminder: Put preparation, study and tutoring times on sign-out sheet.]

Lesson Summary:_____

_____

_____

_____

_____

_____

Homework assigned: 1)_____

2)_____

Are you using Core Competencies materials? ☐ Yes ☐ No If yes, which competencies are you working on?_____ [Please note competencies recently mastered in Comments section below.]

**What methods are you using?**

___ pleasure reading
___ spelling drills
___ phonics/pronunciation drills
___ writing practice/journals
___ language experience
___ math exercises/drills
___ vocabulary lists
___ TPR (total physical response)
___ role-playing
___ other (describe:_____

_____

_____

**What materials are you using?**

___ workbooks (list titles:_____
_____)
___ books (list titles:_____
_____)
___ newspapers
___ other (describe:_____
___ games (which?_____
___ computer (program:_____
___ flashcards
___ tape recorder
___ visual aids

_____

_____

**Reading & writing practice *other than homework:***

| What kinds of things did your student read/write/speak last week...outside the tutoring session? | How often did s/he read/write/speak? | | Did s/he find the material/speaking to be... | | |
|---|---|---|---|---|---|
| | *Sometimes* (once or twice weekly) | *Regularly* (almost every day) | Easy to do | A little hard | Very hard |
| _____ | ☐ | ☐ | ☐ | ☐ | ☐ |
| _____ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Comments/Concerns:**_____

_____

_____

_____

_____

_____

_____

_____

## Lesson Summary Response Form

Tutor_____ Student_____ Box #_____

Month/Year_____

Dear _____:

The office has received _____ lesson summaries of your sessions with your student during the period from _____ to _____.

☐ Thanks for taking the time to keep your student's file complete and up to date!

☐ Our records show you and your student met _____ times during the above period. Please remember how important keeping an accurate record of your work with your student is! It's the only dependable way for LAC staff to find out what's *really* going on in the program (and how we can help improve things). Good lesson summaries also provide an invaluable aid to your student's future tutor(s).

Comments:

☐ Please contact the office for an appointment with the staff or _____. We can help!

lac/forms/lessresp.doc 5/92


## Lesson Summary Response Form

Tutor_____ Student_____ Box #_____

Month/Year_____

Dear _____:

The office has received _____ lesson summaries of your sessions with your student during the period from _____ to _____.

☐ Thanks for taking the time to keep your student's file complete and up to date!

☐ Our records show you and your student met _____ times during the above period. Please remember how important keeping an accurate record of your work with your student is! It's the only dependable way for LAC staff to find out what's *really* going on in the program (and how we can help improve things). Good lesson summaries also provide an invaluable aid to your student's future tutor(s).

Comments:

☐ Please contact the office for an appointment with the staff or _____. We can help!

## Lesson Summary Review/Tally Worksheet

| Tutor's Name/ Student's Name | Summaries Received: Date of Test 1st Test # | Good News: Achievements/Progress/ Good Ideas to Share | Concerns/Needs | Action Required (by Whom/ When) | Date Completed | Reviewer Comments/ Newsletter Item Possibilities? |
|---|---|---|---|---|---|---|
| | | | | | | |



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**STUDENT EVALUATION**

Date _____

Tutor's Name _____

Student's Name _____

1. What topics or activities did your student enjoy the most?

2. What topics or activities were difficult for your student?

3. What improvements have you noticed in the following areas:

**Speaking:**

**Listening:**

**Reading:**

**Writing:**

4. My student still needs practice in the following areas (please be specific):

**Speaking:**

**Listening:**

**Reading:**

**Writing:**

5. What changes in your student's behavior did you notice over the course of the quarter (increased participation, more confidence, improved attendance, etc.)

6. What materials did you find the most useful for your student?

7. What would your student like to do more of or less of next quarter?

8. Any other comments?

STUDENT EVALUATION

Date_____

Tutor's Name_____

Student's Name_____

Session_____

1. Which of the sessions were most appropriate for your student's level and interest?

2. Which materials did you find most useful for your student?

3. My student still needs practice on the following topics:

4. My student has problems pronouncing the following sounds:

5. What changes in your student's behavior did you notice over the course of your tutoring relationship?

6. I think my student learned the most about:

7. How actively did your student participate in activities?

8. What sort of future goals has your student expressed to you?

9. What do you think might assist your student in acheiving those goals?

10. Any other comments?

THANK YOU!

3/1990

VOL DATA #1/a:stueval

## SKAGIT VALLEY LITERACY COUNCIL
## STUDENT ACHIEVEMENTS AND OUTCOME

TUTOR NAME _____ STUDENT NAME _____

JULY 1 TO SEPT. 30 ☐ OCT. 1 TO DEC. 31 ☐ JAN 1 TO MARCH 3 ☐ APRIL 1 TO JUNE 30 ☐

### ACHIEVEMENTS (MEASURABLE RESULTS)

Passed GED
Partially passed GED
Completed year of school
Enrolled in college/trade school
Obtained employment
Started own business
Job promotion/better/new
Filled out job application
Passed job certification test
Passed citizenship test
Registered to vote
Passed drivers test
Learned to manage bank acct
Advanced to higher skill level book
Became tutor

### ACCOMPLISHMENTS

Writing checks
Read recipe
Read to child
Attended teacher conference
Actively involved in child classroom
Attending parenting classes
Helped with child's homework
Planned budget
Kept journal
Used library
Ordered from menu
Followed written directions
Served on a committee
Became a volunteer

### ATTITUDE CHANGES

More Assertive
Tells others what they want
States needs

More Responsible
Keeps tutoring appt. regularly
Does assigned work
Remembers to bring books ect.
Phones when must cancel

More Confident
Smiles
Makes eye contact
Uses phone
Shares thoughts & ideas

More Independent
Makes own appointments
Goes alone on errands/appt.
Choses own reading material
Made lifestyle change

### ESL STUDENTS (in addition)

Uses English more frequently
Can follow instructions spoken in English
Can follow instructions written in English
Can write simple English sentences
Can read a simple story in English
Can ask and answer question in English

COMMENTS OR ADDITIONS

PENINSULA ADULT LITERACY SERVICES

P.O. Box 485

Port Angeles, WA. 98362

(206) 452-0961

## Student Progress Report

Student's name_____ Date_____

Tutor's name_____

1. How is your student doing? Successes? Books completed?

2. What books and/or materials are you currently using?

3. Are there specific learning problems we can help you solve?

4. Do you need additional materials? What type?

5. How often are you and your student currently meeting?

6. Any other comments?

# VOLUNTEER RECRUITMENT MATERIALS

**READ TO SUCCEED**
320 North Main Street
Colville, WA 99114

Place Stamp Here

## Source of Information

| | |
|---|---|
| Rural Resources Headquarters | 684-8421 |
| Addy Rescue Mission | 935-6633 |
| Calispel Library | 445-1216 |
| Chewelah Public Library | 935-6806 |
| Colville Public Library | 684-6620 |
| Inchelium Community Center | 722-4491 |
| Ione Public Library | 442-3030 |
| Hunters Senior Center | 772-5571 |
| Kettle Falls Public Library | 738-6817 |
| Loon Lake Food Pantry | 233-8450 |
| Mary Walker High School | 258-4533 |
| Metaline Community Library | 446-32? |
| Newport Community Library | 447-2111 |
| Republic Public Library | 775-3328 |

If you would like to volunteer to help in the Literacy Program – Read to Succeed or if you know of someone who would benefit from our program Contact:

**Rural Resources**
**North 320 Main**
**Colville, WA 99114**
**(509) 684-8421**

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## PURPOSE

The Purpose of this literacy program is to enable people to acquire the basic skills in reading, writing, speaking, and comprehension so that they may be able to function as independent persons

**READ TO SUCCEED**
**Can Help Improve:**

- ★ Reading ★
- ★ Writing ★
- ★ Speaking ★
- ★ Comprehension ★
- ★ Basic Math ★
- ★ Skills ★

## READ TO SUCCEED

is FREE and
Completely
Confidential
and is designed
to be a
Self-Improvement
Program to
help people
gain the ability
to function
independently
and confidently .

Read to Succeed Literacy Program is supported by Rural Resources and the Pend Oreille County Library District.

Name_____

Address_____

City_____ State_____ Zip_____

Phone_____

Volunteer Tutor ☐ Student Participant ☐

**Illiteracy:**

It's not a small problem **ONE** in **FIVE** Americans is functionally illiterate, falling far short of the basic language abilities — **reading, writing, speaking, and listening**. We all need to function effectively, day to day. **WHENEVER** we encounter it — on the job, in school, in the community, at home — illiteracy is a problem that affects us all.

**Highline Community College**
*Adult Literacy Program MS 19-1*
*P.O. Box 98000*
*Des Moines, WA 98198-9800*

ADULT LITERACY CAMPAIGN



# ADULT LITERACY CAMPAIGN

***Helping those who cannot read, speak, listen or write well enough to function easily in American society.***

**Highline Community College**

## The Challenge

Think how it must feel, being unable to read or write an important letter, understand food labels, a job application form, or your child's report card.

Think how frustrating, to be unable to speak well, or to correctly decipher what others say.

**And yet, more than 450,000 adults — one in five — in Washington State are functionally illiterate.**

**This means they cannot read, write, speak or listen well enough to function easily in contemporary American society.**

Many who are illiterate found it hard to learn when they were children in school, and may have been unable to complete their schooling. For a variety of reasons, they stopped believing they could learn to use language effectively.

Some are immigrants or refugees who, as new Americans, have lacked the opportunity to gain basic English Language skills.

These adults find it difficult to survive without literacy. Many remain isolated, unemployed and discouraged. But increasingly, courageous and forward-thinking individuals are seeking help.

## *You* Can Help

As an adult literacy volunteer, you aren't expected to be a professional teacher.

With your own language skills and a few basic communication techniques you will learn in the tutor orientation provided, you can make an important difference in someone's life.

***For more information, contact Highline Community College Volunteer Office for Adult Literacy, 878-3710, ext. 303.***

## Recruitment

Volunteer tutors are needed in Basic Literacy and English as a Second Language.

Volunteers will work in small groups or on a one-to-one basis in the community. Hours are flexible, and the personal rewards are great.

## Training

Volunteers are carefully screened. Those accepted are provided training in Basic Literacy, and in English as a Second Language. A small fee is asked to cover the cost of materials only.

## Opportunities

***Yes, I'd like to help.***

- ☐ How can I assist the Highline Community College Adult Literacy Program?
- ☐ How can I refer a non-reader?
- ☐ I would like to volunteer as a tutor.
- ☐ I am enclosing a tax deductible donation. *(Funds go to provide training for volunteers, supplies, books, staff and student support.)*

| | | |
|---|---|---|
| _ | $ 10.00 | Friend of literacy |
| _ | $ 25.00 | Donor of literacy |
| _ | $ 50.00 | Sponsor of literacy |
| _ | $100.00 | Associate of literacy |
| | over | PALS member (Patrons Advocating Literacy Support) |
| _ | $100.00 | |

Name _____

Address _____

City _____

State _____ Zip _____

Phone _____

▲ *Clip and mail to:*

**Highline Community College**
*Adult Literacy Program MS 19-1*
*P.O. Box 98000*
*Des Moines, WA 98198-9800*
*(206) 878-3710, ext. 303*





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## Who are the students?

Students include adults, age 16 and older, from all walks of life and nationalities. They are referred by friends, relatives, social agencies, service organizations and churches. Reading levels for students range from zero to sixth grade. Each potential student will be given a reading assessment to determine his or her entry level.

## What is our philosophy?

People working together to help one another is our philosophy. One to one tutoring is often successful when a classroom situation doesn't work. Giving a student personal attention and interest often motivates him or her in a way not possible in a classroom setting. Tutors will spend time in building the confidence of the student who has only known repeated failure in a reading situation. This confidence will affect other phases of the student's life and hopefully bring about a more successful self-image. Tutors accept the students for what they are and give help without trying to change moral or religious beliefs.

# SHARE YOUR READING SKILLS

**Clark College Adult Literacy Tutor Program**

Clark College



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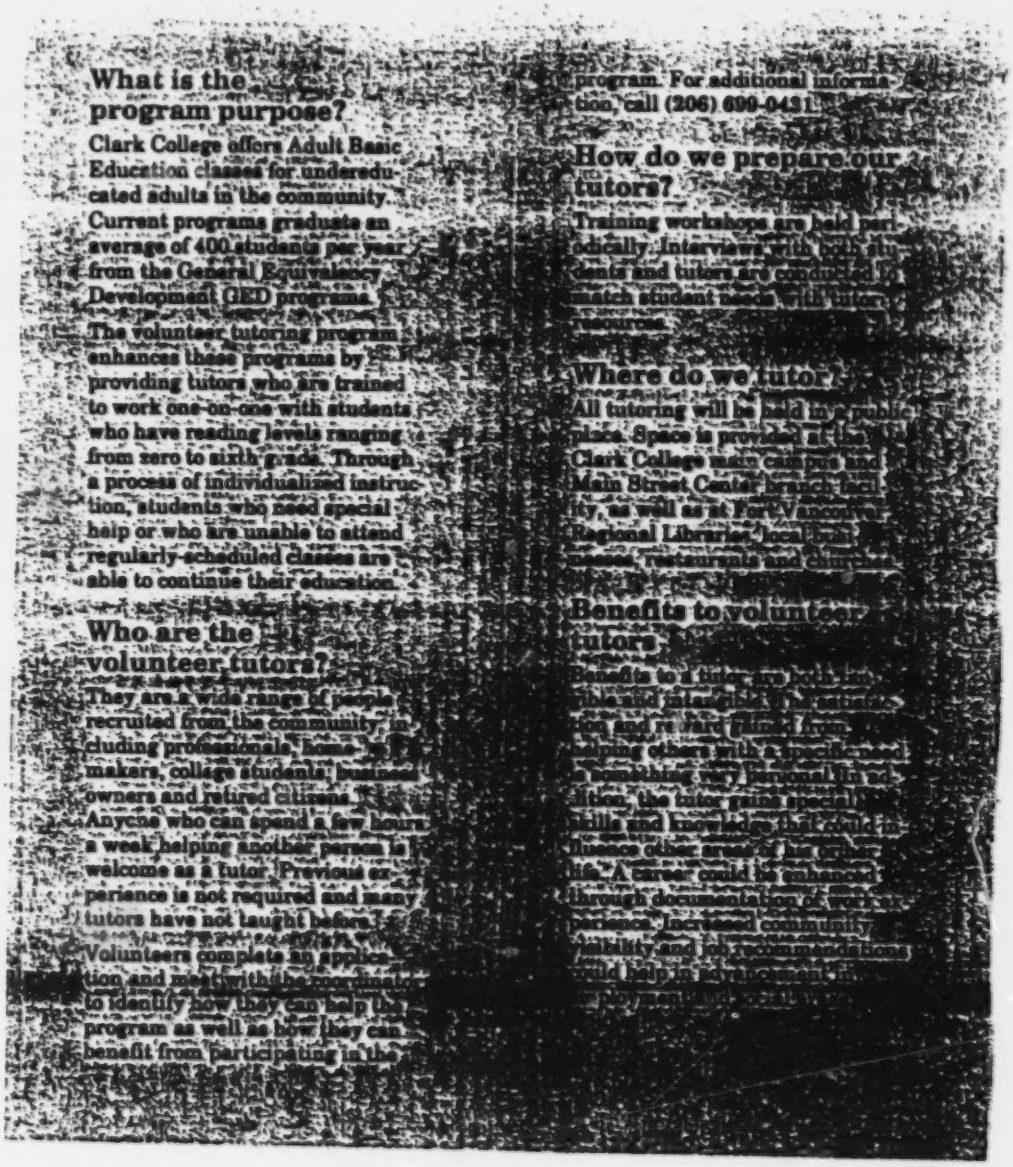

## What is the program purpose?

Clark College offers Adult Basic Education classes for undereducated adults in the community. Current programs graduate an average of 400 students per year from the General Equivalency Development (GED) programs. The volunteer tutoring program enhances these programs by providing tutors who are trained to work one-on-one with students who have reading levels ranging from zero to sixth grade. Through a process of individualized instruction, students who need special help or who are unable to attend regularly-scheduled classes are able to continue their education.

## Who are the volunteer tutors?

They are a wide range of people recruited from the community, including professionals, homemakers, college students, business owners and retired citizens. Anyone who can spend a few hours a week helping another person is welcome as a tutor. Previous experience is not required and many tutors have not taught before. Volunteers complete an application and meet with the coordinator to identify how they can help the program as well as how they can benefit from participating in the program. For additional information, call (206) 699-0431.

## How do we prepare our tutors?

Training workshops are held periodically. Interviews with both students and tutors are conducted to match student needs with tutor resources.

## Where do we tutor?

All tutoring will be held in a public place. Space is provided at the Clark College main campus and Main Street Center branch facility, as well as at Fort Vancouver Regional Library local branches, restaurants and churches.

## Benefits to volunteer tutors

Benefits to a tutor are both intangible and intangible. In addition to a sense of satisfaction and reward gained from helping others with a specific need, something very personal in addition, the tutor gains special skills and knowledge that could influence other areas of his or her life. A career could be enhanced through documentation of work experience. Increased community visibility and job recommendations could help in advancement.



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## SITES

Tutoring sites are at:

Tacoma Community House
1314 South "L" Street
Tacoma
383-3951

Eastside Neighborhood Center
1720 E. 44th St.
Tacoma
474-5673

Pacific Lutheran University
South 121st and Pacific Ave.
Parkland
535-7411

Pierce College
9401 Far West Dr.
Lakewood
964-7346

Altrusa Adult Literacy
Firestation #10
5210 144th St. NW
Gig Harbor
857-2633

Discrimination is prohibited in all programs and activities. No one shall be excluded on the basis of race, color, religion, creed, national origin, sex, age, marital status, disabled or Vietnam-era veteran status, or handicap.

Help Others Learn to Read

ADULT LITERACY PROGRAM
Tacoma Community House
P.O. Box 5107
Tacoma, WA 98415

1 of 7
adults
in the U.S.
cannot read this.

This means they probably can't
read street signs,
medicine bottles,
labels on canned goods,
appliance instructions,
memos at work,
or their own mail.

# You Can Help



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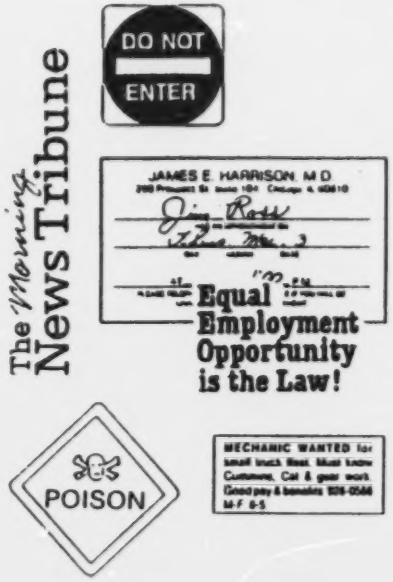
# Adult Literacy Program

The Tacoma Community House Adult Literacy Program needs caring and interested volunteers to teach basic reading and writing skills to adults, or to teach language skills to limited English speakers.

The program is designed to meet each student's individual needs through classroom instruction, one-to-one tutoring and/or professional services in a supportive environment.




**CALL 383-3951 TO VOLUNTEER**

## VOLUNTEERS

- tutor one-to-one or in a small group setting
- commit to four hours of tutoring each week, for a minimum of three months
- receive 10-12 hours of free training
- set a flexible tutoring schedule
- receive professional technical assistance
- are carefully matched with students
- are provided with a place to meet students

## Volunteer Opportunities...

Please fill out this form and mail it to:

EASTSIDE LITERACY COUNCIL
Earth Building
1805 136th Place NE
Bellevue, WA 98005

Call: 643-1912
or 1-800-870-1912

. . . . . .

Name:_____

Address:_____

_____

Phone:_____

- ☐ How may I refer a non-reader to ELC?
- ☐ I am enclosing a tax deductible donation.
- ☐ I would like to volunteer as a tutor.
- ☐ I would like to volunteer in other ways.
- ☐ I would like for my club, organization or business to get involved.
- ☐ I would like more information.

## The Problem of Illiteracy

- 40 million adults in the United States are functionally illiterate. They cannot read, write or compute well enough to function in every day life.
- 25% of females above the age of 18 are functionally illiterate. Females are the primary caregivers of children.
- Parents who are illiterate are twice as likely to raise children who are illiterate.
- 75% of the prison population is illiterate.
- Illiteracy costs the nation more than $225 billion annually in lost productivity.
- 50 million illiterate workers will need training or re-training by the year 2000. 85% of jobs will require literate workers.
- The United States ranks 49th in literacy among member countries of the United Nations.
- An estimated 500,000 adults (15%) in the State of Washington are functionally illiterate. Another 500,000 are marginally literate with skills below the 8th grade level.
- More than 40,000 functionally illiterate adults live on the Eastside.
- All of the literacy programs in the state are reaching only 10% of those in need.

Eastside Literacy Council

For more information call:
EASTSIDE LITERACY COUNCIL
Earth Building
1805 136th Place NE
Bellevue, WA 98005
643-1912
1-800-870-1912

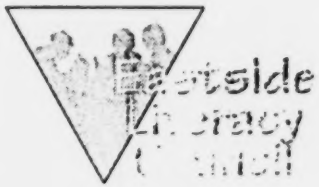
Eastside Literacy Council

# Volunteer Opportunities

A Community

Response to a

Community Problem




## Volunteer Opportunities

There are many opportunities to volunteer at Eastside Literacy Council's two locations, needed:

- Tutors
- Center Support Volunteers
- Small Group Facilitators
- Family Literacy
- Community Outreach
- Special Projects

## Certified Tutor Training

Certified Tutor Training requires 12 hours of tutor training plus five hours per week for each student/tutor team. Tutors must be prepared to commit for at least one year, and at least 2 meetings each week. Challenges, rewards and opportunities for personal growth are part of the learning process for both the student and the tutor.

## Center Support Volunteers

Initial and on-going training is provided for Center Support Volunteers who provide reception responsibilities, coordination of information and support for learning center activities. Four to six hours per week.

## Small Group Facilitators

Training is provided for Small Group Facilitators. Each volunteer is responsible for facilitating a group of six to eight people to communicate; connecting people, words and ideas. Four to six hours per week.

## Family Literacy

Volunteers are needed to help with literacy activities for parents and their children: recruiting parents; telling stories; collecting and giving away children's books; participating in focus groups for parents. Five hours per week.

## Snoqualmie Valley Volunteers

Snoqualmie Valley Volunteers are needed in all areas.

## Volunteer Your Services

Eastside Literacy Center is also looking for volunteers with specialized services. Some of these include:

**Computer Coordinators**
Volunteers with computer skills to assist in computer lab.

**Graphic Artists**
Graphic arts experience needed to help design brochures, flyers, and other written materials for the Eastside Literacy Council.

**Special Projects**
Help coordinate community outreach, fund raising events and the annual campaign.

**Multi-Media**
Experts in video and multi-media are needed to tape workshops and prepare promotional presentations.

**A Community Response to a Community Problem**

Sponsored by Eastside Literacy Council

## Illiteracy: A Real Problem

One in seven adults in Washington can't make sense of a sequence of letters arranged to form words. All letter groupings seem random.

That means they can't:

FILL OUT JOB APPLICATIONS

FOLLOW ROAD SIGNS

OR SIMPLY READ FOR PLEASURE

Illiteracy can be socially, financially, and emotionally debilitating, often contributing to unemployment and low self-esteem. In fact, 75% of unemployed people and 60% of those in prison are functionally illiterate.

**Clearly, illiteracy affects everyone.**

Literacy Action Center
8016 Greenwood Avenue North
Seattle, WA 98103

# BDRFSTLY
# ANVORBS
# JAKPMYFD
# CXERHYTL
# IJETWRIER
# OIUSDFNS

*. . . . MAKE THEM MEAN SOMETHING TO SOMEONE*

**LITERACY ACTION CENTER**

## The Literacy Action Center
### An Effective Program

The Literacy Action Center (LAC) provides free, one-on-one tutoring for English speaking adults who read below the sixth-grade level. Non-native speakers also study at the Center to improve their English conversation skills.

LAC coordinators meet, interview, and carefully team students with trained volunteer tutors. Together, student and tutor work toward goals set by the student. The LAC program provides training, support, information and materials to help students:

- Improve reading and writing skills
- Read a map or bus schedule
- Complete applications and forms
- Work towards a G.E.D.
- Gain computer experience
- Develop English language skills

The Literacy Action Center is a special project of Washington Literacy. Support is provided by federal, state, local and private funds. Donations are tax-deductible to the full extent allowable by law.

## It's never too late to learn to read.

### Students: Motivated and Involved

LAC students are involved in their learning from the day they enter the program. Lessons are designed to fulfill individual students' practical needs as well as interests.

Commenting on his progress at the LAC, one student says, "You're seeing someone new born. I've learned more in the last three years than I did the previous 50."

If you know of someone who might benefit from our services, please refer them to the Literacy Action Center. Just call 782-2050.

### Volunteers: Essential and Versatile

Volunteers are crucial to the success of the LAC. Whether working directly with students as tutors or indirectly in numerous organizational roles, volunteers make the LAC possible.

### Tutoring Requires:

1. 6-month commitment
2. Completion of 12-hour training workshop
3. Minimum commitment of 3 hours per week

### Organizational Projects Include:

- Fundraising & publicity
- Office assistance
- Record-keeping
- Newsletter production
- Library support
- Special events

### Everyone has something to offer.

The Literacy Action Center is located in the lower level of the Greenwood Public Library (see below). Interested adults are encouraged to call or visit us during LAC hours:

| | |
|---|---|
| Monday | 9:30 a.m. - 8:30 p.m. |
| Tuesday | 1:00 p.m. - 8:30 p.m. |
| Wednesday | 9:30 a.m. - 8:30 p.m. |
| Thursday | 9:30 a.m. - 8:30 p.m. |
| Friday | By appointment |

**Literacy Action Center**
**8016 Greenwood Avenue North**
**Seattle, WA 98103**

**The Center also offers services at:**

- King County Jail
- North Rehabilitation Facility

**CALL 782-2050**

REFUGEE WOMEN'S ALLIANCE
3004 SOUTH ALASKA · SEATTLE, WASHINGTON 98108 · (206)721 0243
*"Hands Across Cultures – Women Helping Women"*

# Volunteer ESL Tutors Needed:

Help refugee and immigrant women and men learn English and gain familiarity with American culture and resources.

- Teach a small group (3 - 5 students) on Monday and/or Wednesday evenings
- Groups meet from 4:30 - 6:00 and 6:15 - 7:45 at Refugee Women's Alliance
- 12-hour ESL and cultural orientation training provided
- Volunteer daycare help also needed!

For more information and a description of the program contact:

Sue Wilkes
ESL Coordinator
Refugee Women's Alliance
721-0243



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# Mason County Literacy
# Volunteer Opportunities

As a volunteer for Mason County Literacy you have the opportunity to contribute your time in the following areas

## Tutoring:

READ RIGHT Phase 1- Reading Improvement Program
READ RIGHT Phase 2- Reading comprehension group
English as a Second Language
Spelling
Mathematics
Helping with test preparation

## Different Locations Available:

Library
Shelton School District
Correction Center
Olympic College Shelton
CHOICE Alternative High School Shelton
Simpson's Colonial House

## Working with a Variety of people:

Limited English Speakers
Developmentally Disabled
Adults and Young adults or children
Inmates

If you are interested in helping in any of these areas please contact

Mason County Literacy

426-9733

## We always need volunteers to help in our organization:

Advisory Board- English as a Second Language Program
Grant Writing
Reading Books onto Tape
Research
Public Relations
Public Speaking
Graphics/ Design
General office work
Special events planning
Newsletter
Leveling books

HELP SOMEONE SUCCEED,
HELP SOMEONE READ, VOLUNTEER!

# PROGRAM INFORMATION GIVEN TO PERSPECTIVE VOLUNTEERS

REFUGEE WOMEN'S ALLIANCE
3004 SOUTH ALASKA SEATTLE, WASHINGTON 98108 (206)721 0243
*"Hands Across Cultures – Women Helping Women"*

**ESL Classes at Refugee Women's Alliance**

1. **Even Start Family Literacy**

   Monday - Thursday
   9:00 am - 12:00 pm

   Program: Family Literacy and ESL. Topics include: health and safety, helping your children in school, child growth and development, families, community resources, family stories and folk stories. Field trips, speakers, and home visits provided.

   Volunteers: Assist the ESL teacher by working with individual students and small groups.

2. **ESL for Pre-literate students**

   Monday - Thursday
   1:00 pm - 4:00 pm

   Program: Survival ESL and Literacy using the Washington State Refugee Curriculum. Topics include: learning letters and sounds, basic vocabulary, numbers, family members, handling emergencies, shopping, and transportation.

   Volunteers: Assist the ESL teacher by working with individual students and small groups.

3. **Family Talk Time/Advanced ESL Class**

   Monday - Thursday
   1:00 pm - 3:00 pm

   Program: ESL/Literacy and discussion about changing family roles, raising children in the U.S., increasing self-esteem, low cost family entertainment, understanding American schools, and using community resources. Speakers and field trips are provided.

   Volunteers: Plan lessons and teach a class of 20 students using the Family Talk Time curriculum designed by ReWA.

(over)

4. **Family Tutoring**

Tuesday and Thursday
4:30 pm - 6:00 pm
6:15 pm - 7:45 pm

Program: Small group ESL classes (5 - 7 students) for women and men, and homework tutoring for youth. All classes grouped by language levels. Special topic classes offered in Driver's Education, Math and Citizenship.

Volunteers: Teach a small group or work one-on-one as a homework tutor.

5. **JOBS ESL Class**

Monday - Thursday
9:00 am - 12:00 pm

Program: Employment awareness and literacy with the objective of helping break down the barriers to employment. Topics include: looking for work, job skills, benefits and schedules, and arranging for daycare. Field trips and speakers provided.

Volunteer: Assist the ESL teacher by working with individual students and small groups.

READ TO SUCCEED
VOLUNTEER OPPORTUNITIES

We need your special skills in our program. If you have experience or are interested in any of these needed services, please respond. We welcome additional comments on the reverse side. Thank you!

Name_____ Address_____

Phone: Day_____ Evening_____

Best time to contact you:_____

| Opportunities | Your experience/ abilities | Interested? |
|---|---|---|
| Student Recruitment | | |
| Student Assessment | | |
| Newsletter | | |
| Office Assistant | | |
| Fund Raising | | |
| Organize tutor in-service | | |
| Computer Entry | | |
| Program representative at community events | | |

Also needed: Volunteer(s) to contact those who have indicated an interest in helping our program.

Address: Read to Succeed, 320 N. Main, Colville WA 99114 Ph: 684-8421

Highline Community College
2400 South 240th Street • P.O. Box 98000 • Des Moines, Washington 98198-9800 • (206) 878-3710
Developmental Studies Department M/S 19-1

Dear

Thank you for your interest in the Adult Literacy Program at Highline Community College. This program is offered free of charge to adult learners in the community and depends on your volunteer tutor participation.

We match trained volunteer tutors with students in one-to-one sessions or in small group sessions. We also place volunteers in campus Basic Education and English as a Second Language classrooms to work with students under the direct guidance of an instructor.

Tutoring takes place in numerous public locations in the Des Moines, Burien, Kent area, as well as on campus. You must provide your own transportation and keep in mind that parking on campus is $5.00 per quarter.

Beside tutoring, volunteer help is needed in the program in a variety of ways: helping with record keeping, planning workshops and social events, publicity, community networking, speaking, transportation or telephoning. If you want to get involved but you prefer not to tutor, there are many opportunities.

I am enclosing an a job description, some general information and a tutor application form for you to complete and return to the office. Please use the P.O box number and mark the address with M/S 19-1. Upon receipt of your application, I will either call you to arrange meeting or notify you of the next new tutor orientation.

Please let me be the first to congratulate you on this first step into Adult Literacy. Although I must spend a lot of time in the community, if you leave a message at 878-3710 x ~~253~~ 327, please indicate the best time for me to return your call. I look forward to meeting you!

Sincerely,
Adult Literacy Program

Patty Worthington
Project Coordinator

## St. James Refugee Program

804 Ninth Avenue, Seattle WA 98104

382-4511

The Refugee Program is sponsored by St. James Cathedral as a parish outreach community service. It is designed, through committed volunteers, to assist refugees, migrants and immigrants to become self-sufficient in their new country. Since learning English is a vital function of the refugee resettlement process, the main tool used is teaching English as a Second Language. We also strive to promote cultural understanding between the refugees and the community at large. To accomplish these goals, we offer the following services:

**ENGLISH TUTORING:**
Tutoring generally occurs on a one-to-one basis at the Refugee Program Resource Center, a central location, or at the student's home. Volunteer tutors who have completed a 12-20 hour intensive training in ESL (English as a Second Language) teaching methods and cross-cultural information often serve not only as a teacher, but friend to the refugee.

**TALK TIME:**
Every Tuesday from 6:30pm to 8:00pm this informal conversation group meets. Ideally matching English speaking volunteers with an equal number of newcomers to the U.S., this activity enables limited English speakers to practice their English in a nonthreatening setting while following a topic for the evening. Friendships are formed and cultures shared as both partners struggle to get their meanings across.

**CITIZENSHIP CLASSES:**
Meets every Tuesday from 6:30pm to 7:30pm to assist people in preparation for the U.S. citizenship exam. Topics covered are American history, federal, state and local government. We consider the ways in which government in this country is organized, the ways in which it is controlled by the people, the many things that it does, and the various ways in which it does them. Help is available in obtaining and filling out legal forms.

**FIELD TRIPS:**
Field trips are frequently arranged to serve as a "cross-cultural orientation". In this way the refugees are introduced to American values and lifestyles.

**RESOURCE CENTER:**
We have a library resource center shared in part with Seattle Literacy Council where written and media materials are available to volunteers and students to check out.

# OTHER VOLUNTEER OPPORTUNITIES!!!

COFFEE HOUR:
Coffee hours are frequently held on Sundays to educate and update parishioners on refugee concerns and the role of the St. James Refugee Program. People mingle over good refreshments, coffee and conversation. Some take this opportunity to get involved with the Refugee Program by donating volunteer time or monetary support.

OFFICE VOLUNTEERS:
The Refugee Program has been possible because of the support of volunteers. Volunteers have shared their time and talent by answering phone calls, sending information, greeting visitors, assisting tutors and students, mailing flyers and newsletters, phoning people, typing, creating flyers, photocopying, and inputting data on the computer, to name many of the tasks performed. Every bit of help is greatly appreciated! It takes many trees to make a forest!

COMPUTER AID:
A large task of the Refugee Program is updating information and data on students, tutors and volunteers current. Other computer work may entail typing letters and flyers, and updating the list of library materials.

GRANT WRITER/FUND RAISER:
The Refugee Program gets much of its funding through grants, and is in need of an individual(s) who would like to share their expertise. This position is seasonal, but most vital to the program's survival. Fund raising is another important activity. If you have any good ideas and energy to act on them, come on down!

LIBRARY VOLUNTEERS:
The resource library lends materials to those interested. Keeping resources organized and available for lending is an ongoing task, however. Volunteers reshelve books and phone individuals to remind them to return materials in on time. If desired, there may be special projects as having an "open house" to accommodate people with irregular work schedules.

FIELD TRIP LEADERS:
Part of the learning process is experiencing other cultures first hand. If you have an interest and a knack for planning, and leading cross-cultural field trips and activities, you have come to the right place! Some free time, enthusiasm and creativity are all that's required.

SPECIAL PROJECTS:
They're are always special projects that need special attention. If you are creative and enjoy having projects to call your own, this may be for you! Just let us know your interests and expertise!

"ON CALL" VOLUNTEERS:
Since life is unpredictable, there are situations that suddenly arise in which we need helping hands. These situations may include completing a mass mailing on deadline, assisting in setting up a social event, driving a van for a group outing, etc. To be "On Call" means you are willing to be on the list of people to call in these emergency situations. If it's a time when you can help-great! If not, we will try again next time.

**Currently the Refugee Program is looking for creative people who may be interested in developing a brochure rack, to display newsletters and flyers of current events; a program video that briefly gives an overview of the program to be used at orientations; and a program brochure to give general information about the Refugee Program's mission and purpose.

Volunteer Opportunities
4/01/92

## The ESL Tutoring Program at Spirit Ridge Elementary

The Refugee Women's Alliance (ReWA) in Seattle and Puget Sound ESD have been collaborating on a special project to provide tutoring to ESL parents at Phantom Lake Elementary and Spirit Ridge Elementary since October 1991. The program was set up to serve ESL parents who have children enrolled in the HeadStart program at Phantom Lake and Spirit Ridge. It has since grown to include parents who have children in K-5 as well. Groups meet once a week at Spirit Ridge Elementary and plans have tentatively been made to extend the program to two nights a week.

As a volunteer in the Spirit Ridge ESL tutoring program you are also considered part of the ReWA volunteer program. This means you are welcome to attend ReWA's trainings and events, use our ESL materials and resources, and consult with ReWA staff and teachers on questions you may have about tutoring. The following information should help answer your questions about being a volunteer ESL tutor at Spirit Ridge.

**Qualifications:** The most important qualification is a desire and dedication to work with and help people from diverse cultures and backgrounds. Past teaching experience is always helpful, but not necessary. Patience, flexibility and a sense of humor are also important qualifications!

**Minimum time commitment:** Generally, we ask volunteers to make a 6 month commitment to the program. We ask for this because of the time required for training new volunteers and orienting them to the program.

**Training:** Every volunteer receives a free 12 hour ESL Basic training in cross-cultural information and ESL teaching methods. The training is offered monthly by Tacoma Community House and is held at Seattle Central Community College. In addition there is a Family Literacy training provided every quarter at ReWA and includes trainers from Seattle Public Library, Seattle Central Community College, and ReWA staff. This training is meant to provide tutors with techniques for integrating family literacy activities (based on issues that face many refugee and immigrant families) into the ESL lesson.

(over)

**Orientation:** A formal two hour orientation is held at the beginning of each quarter at ReWA for new volunteers. The orientation includes topics such as: general information about refugee groups in King County, cultural information, the history of ReWA, program and services at ReWA, ESL materials and resources, and volunteer expectations. In addition, a quarterly meeting will be held at Spirit Ridge before the beginning of each quarter.

**Benefits:** As a volunteer at Spirit Ridge you can gain skills in teaching ESL, increase your knowledge about the issues facing refugees and immigrants in our community, and work to help refugee and immigrant families gain familiarity with American culture and resources.

Ongoing training and professional development is available to all volunteers who attend the Tacoma Community House ESL training. Quarterly inservices are offered by TCH on a variety of tutoring topics.

Potlucks and special events are also an important part of the Spirit Ridge/ReWA volunteer programs. ReWA offers a bimonthly cultural literacy event which highlights an ethnic or cultural topic and often includes lots of good food!

## LEWIS COUNTY LITERACY SERVICES

### VOLUNTEER TUTORING OPPORTUNITIES

The Lewis County Literacy Program, in association with Centralia College, uses volunteer tutors to provide individualized instruction and encouragement to those students who have difficulty functioning in a traditional learning setting. The following programs currently use volunteer tutors.

### VOLUNTEERING IN THE CENTRALIA COLLEGE PHOENIX CENTER

ABE (ADULT BASIC EDUCATION)

Volunteers help students who have less than an eighth grade reading level in academic areas such as reading, language arts, and math.

ABE FOR THE DEVELOPMENTALLY DISABLED

Volunteers help mildly retarded, developmentally disabled students in academic areas such as reading, language arts, math and living skills.

ESL (ENGLISH AS A SECOND LANGUAGE)

Volunteers help give English instruction to people from other countries (i.e. Southeast Asia, Mexico, Russia etc.). Students are from a wide age range and have varying backgrounds and abilities.

### VOLUNTEERING OFF CAMPUS

CORRECTIONAL INSTITUTIONS:

Volunteers tutor inmates at the Lewis County Jail and tutor At- Risk Youth at Greenhill School, Maple Lane school, Kiwanis Boy's Ranch, or students referred by the Juvenile Courts.

OTHER SITES:

Volunteers work on a one-to-one basis with either ABE or ESL students at other off campus sites. These may include: Rochester Methodist Church, the Salvation Army in Centralia, the Timberland Libraries in Centralia or Chehalis, and East County sites.

## TUTORING POSITIONS

### CLASSROOM TUTOR

An excellent beginning situation for an inexperienced volunteer, the tutor assists the teacher in a classroom situation. This assistance might include drilling students, correcting written work, helping individual students with assignments, etc. The teacher gives direction to the tutor and is responsible for all lesson planning and major presentations.

### GROUP TUTOR

Tutor with some experience teaches small group of students under the supervision of a teacher. The teacher will set up a basic program to follow and provide materials and ongoing support. The volunteer is responsible for preparing day-to-day lesson plans.

### ONE-TO-ONE TUTOR

Tutor teaches an individual student outside a classroom situation. The tutor will need to prepare day-to-day lesson plans, keep a record of attendance and report to the Literacy Program staff on the progress of the student at least once a month. One-to-one tutors are expected to meet regularly with a student at least twice a week for a minimum of six months.

### SUPPORT SERVICES

In addition to tutoring, the Literacy Program could use volunteer workers to act as liasons between the college and other organizations, be public speakers, do organizational work, type, make audio-visual materials, provide transportation or babysitting, or work on special projects such as the annual Spelling Bee fundraiser.

## TUTOR QUALIFICATIONS

-enjoy working with people

-have patience and understanding

-be warm and accepting of people from different cultures and backgrounds

-have a good knowledge of the English language

-be able to tutor on a consistent basis for a minimum of two hours per week for three months (six months if doing one-to-one tutoring)

## TUTOR RESPONSIBILITIES

-Attend orientation and quarterly in-service training.

-Take a Tutor Training Workshop

-Meet with teacher before meeting student

-Meet with student on a regular basis

-Keep a record of hours and report them quarterly to the Literacy Program Coordinator

**If you have any questions about the tutoring program, please contact the Literacy Program at Centralia College at 736-9391, ext. 382.**

Sandy Crowell - Literacy Program Director - 736-9391 ext. 382
Terry O'Brien - Literacy Program Coordinator - 736-9391 ext. 382
Christi Crothers - Rochester program Coordinator - 736-8784 (home)
Judy Dugan - East County Program Coordinator - 496-5022

Everett Community College

Through the Literacy Center you can choose from several ways to help an ESL (English as a Second Language) student:

**ONE ON ONE TUTORING**

You meet your student for an hour twice a week. This suits those tutors who are ready to commit to an intensive program of building comprehension and pronunciation skills, speaking abilities, and then reading and writing. It isn't necessary to know the student's language, but some tutors have a particular interest in that culture or language. More ESL students request help between 8 and 4.

**CLASSROOM ASSISTANTS**

Since the ESL classes have continuous enrollment, many students will miss some essential lessons. The instructor identifies 2 to 5 students who need extra and intensive help. You teach them in a smaller room using materials given to you by the teacher until they master these skills and are ready to return to the class. Ideal for those tutors who are interested in leading a group if they are just given the sequence and subject matter. Mondays through Thursdays - 11 to 1, and Monday and Wednesday evenings, 6 to 9. If you have an irregular travel or work schedule, this may suit your needs.

**TALK TIME**

Several tutors lead a conversational group of 5 to 25 ESL students in a relaxed, non-academic atmosphere. Good for those tutors who like to listen, encourage others to actually use English, and design some creative themes with other tutors. Join an established group afternoons, or begin another at a time of your choice. We have tutor manuals available with many ideas for discussions during Talk Time.

**FAMILY LITERACY**

Sometimes a family requests tutoring for two or three generations at the home. This is for those tutors who can react to a wide variety of needs and skill levels. If you wish more involvement on a personal level, this is a good way to become a friend to a family of new Americans. Usually evenings.

801 Wetmore Avenue
Everett, Washington 98201-1327
(206) 388-9191

Thurston County
Refugee Center

113 N.E. Fir Street Olympia, WA 98506 Tel. (206) 754-7197 or 754-5759

*Some Questions Often Asked About*
*the Refugee Center's Volunteer Tutoring Programs*

*Do I need teaching experience to volunteer as a tutor?*

*Although some tutors have previous teaching experience, it is not a requirement. Many tutors who volunteer with the Refugee Center are teaching for the first time. Some tutors enjoy their work with refugees so much that they continue with our program or decide to pursue higher education in the field of teaching.*

*All tutors, with teaching backgrounds or not, attend an extensive training which focuses on theory and teaching of ESL (English as a Second Language). Staff members are always available to answer specific questions or to provide books and resources.*

*College internships are available for tutors wishing to receive credit for their volunteer work.*

*What are the requirements for a tutor?*

*Each prospective tutor is required to complete a tutor information form, an interview and attend a scheduled ESL training.*

*Although it is impossible to say what type of person will make a good tutor some things we look for are: a firm grasp of the English language, good listening skills, patience, and the ability to smile. Previous cross-cultural or travel experience is often helpful.*

*All tutors have a genuine interest in helping newcomers to America acquire much needed language and cross-cultural skills. Tutors must be open to other cultures and have a desire to learn about them.*

*Adults of all ages, backgrounds (ethnic and*

otherwise!), shapes, sexes, and sizes are welcome to apply.

*What will I be teaching?*

The Refugee Center has two tutoring programs. Both programs focus on helping refugees acquire language skills and adapt to American culture while respecting the various cultures of these newcomers.

Volunteers who tutor with our daytime Tutoring/Talk Time (TTT) program work with 2-3 students and use lesson plans drawn up by the Center staff. Some examples of lesson plans used in TTT are: shopping with American money, making appointments, and using 911 (for basic students); job interviews, environmental concerns, and cross-cultural child rearing (for advanced students).

In-home tutors work with 1 student and design lesson plans specifically for that student. An in-home tutor may teach vocabulary for a specific job, help study for a driving test, or take his/her student to the supermarket.

Many students who have in-home tutors are working on literacy skills, as well as speaking and listening. The Center recommends and provides books for the duration of the tutoring.

*Who are my students?*

All of the students enrolled in our tutoring programs are adults. Many students are from Vietnam or Cambodia, although some are from Laos, Russia, or other East European countries. All are in need of language and cross-cultural skills to help the transition into this new country.

Each refugee has a unique background. Some come from urban areas, others from remote rural villages. Some refugees have college or professional degrees, while some have very little formal education.

The Center provides some information about a student's background and language ability to the tutor. You will certainly learn more as you work with your students.

*Do I need to speak my student's language?*

No. As a matter of fact, speaking your student's language may actually cause you and your student to rely too heavily on that language.

*How much time commitment is involved?*

Tutors who work in the TTT program volunteer once a week for three hours. In addition, most tutors spend about an hour at home reviewing and planning for each week's lesson. We ask that a tutor make a commitment to teach for a complete cycle, which lasts about 3 months.

In-home tutors agree to tutor for a total of 40 hours. The amount of time to complete 40 hours varies according to how often and for how much time a tutor and student meet. The average time to complete the 40 hour commitment is around 3-4 months.

Before beginning to teach, all tutors must attend a cultural orientation and ESL workshop. These are usually held on a Friday night and the following Saturday.

Many tutors have found their work so rewarding that they have continued long after their initial commitment would have ended.

*Sounds interesting, what do I do next?*

If you'd like more information or want to schedule an interview please call Susan or Carol at 754-7197. The Center is open Monday through Friday from 9 to 5.

# TUTOR JOB DESCRIPTIONS

Highline Community College
2400 South 240th Street • P.O. Box 98000 • Des Moines, Washington 98198-9800 • (206) 878-3710
Developmental Studies Department M/S 19-1

VOLUNTEER JOB DESCRIPTION

JOB TITLE: VOLUNTEER LITERACY TUTOR

GOAL: To help adults acquire necessary basic skills in reading, writing, speaking and listening so that they are able to meet personal and professional goals and participate as independent persons in our community.

Qualifications:

1. Speak, read and write English fluently.
2. Commit a minimum of six months, about 4 hours per week.
3. Complete an approved training class.
4. Display a sensitivity to the needs of an adult learner.
5. Have an understanding and tolerance of cultural and social differences.
6. Possess a sense of humor and patience.
7. Be flexible, punctual and adaptable.
8. Enjoy learning and working with people.

RESPONSIBILITIES:

1. Meet as scheduled with your assigned student.
2. Prepare lesson plans.
3. Maintain student attendance and progress records.
4. Record monthly total of volunteer hours and report these on a timely basis.
5. Attend quarterly workshop / inservice functions.
6. Arrange substitute times or locations as needed, as per student contract.
7. Communicate concerns, successes and ideas with coordinator or / and tutor manager.

BENEFITS:

1. Satisfaction of helping another person succeed.
2. Meeting new people -- students and other tutors.
3. Participating in Highline Community College activities.
4. Opportunity to learn new skills and cultural information.
5. FUN, LAUGHS and GIGGLES!

Highline Community College
2400 South 240th Street • P.O. Box 98000 • Des Moines, Washington 98198-9800 • (206) 878-3710
Developmental Studies Department M/S 19-1

## TALK-TIME VOLUNTEER

Goal: To help ESL adults improve oral and auditory communication skills and advise in cross cultural matters and life skills.

Duties: To meet with a group of ESL adults at least once during each week (excluding holidays).
- Promote conversation and listening.
- To provide a friendly learning environment suitable to the students level.
- To prepare lesson plans based on the needs of the students for session.

Qualifications:
- Commitment of six months to program
- Tacoma Community House Training or equivalent
- Ability to adapt to students learning styles
- Creativity in producing lesson plans
- A friendly, approachable attitude and demeanor.
- Flexibility methods of teaching

Responsibilities:
- Prepare topics of conversation or lesson plans
- Punctuality and regular attendance
- Communication with group as a whole and individually
- Participate in workshops and inservices
- Recording attendance
- Reporting stats to Tutor Manager or Coordinator on a monthly basis.

Reports to:
- Tutor Manager
- Office Manager
- Program Coordinator.

Tacoma Community House
1314 South L Street
Post Office Box 5107
Tacoma, Washington 98405
206 383-3951

TACOMA COMMUNITY HOUSE

**VOLUNTEER JOB DESCRIPTION**

**TITLE:** English as a Second Language (ESL) Tutor

**DEPARTMENT:** Educational Services

**SUMMARY:** The ESL Tutor assists persons for whom English is a second language. In learning or improving their English language skills - listening, speaking, reading, and writing - so that they can function more independently and successfully in the community. Tutoring may be one-to-one or in small groups.

**DUTIES:**

1. Tutor adult limited English speakers in English language skills which they themselves requested.
2. Be reliable and on time for regularly scheduled meetings.
3. Become familiar with and learn to use basic texts and materials by participating in the Basic ESL Training.
4. Prepare lessons based ont eh student's needs.
5. Record and report hours spent with students each month.
6. Function as a cultural resource and friend for the students with the aim of making them better informed and independent in this society.
7. Respect the students' efforts and their culturally determined points of view.
8. Tutor students 2-4 times weekly with a minimum of 4 hours expended weekly.
9. Other duties as assigned

**QUALIFICATIONS:**

Good English speaking skills.
Sensitivity to and respect for different cultures.
Desires to learn new information and skills.
Patience and understanding.
Ability to make the minimum time commitment and willingness to meet on the students' home ground.
Ability to tutor on a consistent basis for a minimum of 6 months.
Successful completion of the Basic ESL Training.

**Benefits:**

Achieve broader cultural understanding
Providing direct help to a newcomer to the U.S.
Making friends across cultural and language barriers.
Participating in a successful program with other active, interesting volunteers.
Adding to personal resumes and potential references.
Opening opportunities for further training and skills development in the fields of ESL and teaching.

**REPORTS TO:** Literacy Coordinator

BEST COPY AVAILABLE

Tacoma Community House
1314 South L Street
Post Office Box 5107
Tacoma, Washington 98405
206 383-3951

TACOMA COMMUNITY HOUSE

## VOLUNTEER JOB DESCRIPTION

**TITLE:** Literacy Volunteer Tutor

**DEPARTMENT:** Educational Services

**SUMMARY:** The literacy tutor assists under-educated adults to gain skills in reading, writing and mathematics so that they can function more fully and independently in today's society. Tutoring will be done on a one-to-one basis.

**DUTIES:**

1. To receive training in methods of teaching reading, writing, and math skills to under-educated adults by attending a Literacy Training Workshop (10 - 12 hours).
2. To prepare lessons for each tutoring session based on the student's specific needs in reading, writing, and/or math.
3. To tutor students in reading, writing, and/or math 2 - 4 times weekly with a minimum of 4 hours expended weekly.
4. To record and report hours spent with the students each month.
5. Other duties as assigned

**QUALIFICATIONS:**

A sensitivity to the needs of the under-educated adult.
A desire to learn new information and skills.
Patience and understanding.
Ability to tutor on a consistent basis for a minimum of 6 months.
Successful completion of the Adult Literacy Workshop (10-12 hours of training).

**Benefits:**

Providing direct help to adults with great educational needs.
Participating in a successful program with other active, interesting volunteers.
Adding to personal resumes and potential references.
Opening opportunities for further training and skills development in teaching.

**REPORTS TO:** Literacy Coordinator

# EASTSIDE LITERACY COUNCIL

## Job Description

| | |
|---|---|
| Title: | **Volunteer Tutor** |
| Goals: | To teach basic reading and writing skills to illiterate adults, thereby helping them to empower themselves to become productive, participating citizens of our community, able to solve their own problems in a positive way. |
| Duties: | Participate in a12 hour workshop training course.<br>Participate in additional in-service training quarterly to keep up with new techniques.<br>Meet with your student regularly for tutoring sessions.<br>Enlist lesson plans designed specifically for your student to insure success.<br>Review and reinforce learning regularly. Praise often.<br>Report progress to Learning Center Coordinator monthly.<br>Keep accurate records of student progress and tutoring hours.<br>Agree to tutor for at least one year to create continuity for your student.<br>Participate in an exit-interview/evaluation of the program and progress. |
| Qualifications: | Dependable and prompt; interested in others and able to relate to others less fortunate; respectful of confidentiality; literate, flexible, friendly, patient and optimistic. Sense of humor helpfull (Canonization usually follows your year of service). |
| Perks: | Team training, continuing education and on-going support. You will receive supervision, encouragement, evaluation and recognition for your efforts. Promotions occur regularly. |
| Fringes: | Heightened perception of the world around you, deepened understanding of values and lifestyles different from your own, public recognition for your service, job experience that may increase your marketability in a job search, chance to contribute to your community, joy of giving someone else "Word power." |
| Reports to: | Executive Director, Tutor Coordinator |

Developed and presented by Eastside Literacy Council, 1260 - 116th Ave. NE • Bellevue, WA 98004

BASIC LITERACY or ENGLISH AS A SECOND LANGUAGE (ESL)

VOLUNTEER TUTOR JOB DESCRIPTION

GOAL: To help the cause of literacy by one-to-one tutoring or small group tutoring of new readers and writers or new speakers of English.

TRAINING: A BASIC LITERACY 12 hour workshop and/or and ENGLISH AS A 2nd LANGUAGE (ESL) 12 hour workshop sponsored by the Whatcom Literacy Council. Workshops are divided into 4 three-hour sessions. One must attend every session.

COMMITMENT: We ask that you tutor for one year.
Tutoring should be twice a week for 1½ to 2 hours per session.
Tutors would spend approximately 1 hour in preparation per session

RESPONSIBILITIES:

1. Complete a tutor training workshop.
2. Make contact with your assigned student. This is the tutor's responsibility. Your Student/Tutor Coordinator (S/T Coord.) will assist in setting the time and place (WCC, BTC, library, etc.) for tutoring If you can't make contact within one week, please contact the S/T Coord.
3. Have your first get-aquainted lesson. Set up continued, regular meetings.
4. Call the S/T Coord. at once. She needs to know that the first session was held.
5. Prepare lessons according to your student's needs and goals.
6. If the tutoring stops because of WHATEVER reason, please contact the S/T Coord. If other arrangements need to be made she will help.
7. If you start tutoring again let the S/T Coord. know so she can keep her files accurate.
8. Encourage your student to attend ABE or ESL classes at Bellingham Technical College or Whatcom Community College in addition to tutoring!!
9. Every other month fill out and send your TIME SHEET to Whatcom Literacy Council at P.O. Box 1292, Bellingham, 98227.
   This form is important for several reasons -
   a. It helps us evaluate how effective our program is.
   b. It supplies information on the progress of the students.
   c. It gives us important information needed to obtain funds.
10. Attend the SPRING TONIC in-service training workshop and at least one evening in-service workshop per year.

QUALIFICATIONS: Dependable, prompt, interested in helping others, sensitive to different backgrounds, respectful of confidentiality, PATIENT, optimistic, can read, write and speak English comfortably.

BENEFITS: Satisfaction of helping, solving a problem and giving to others.
Learn new skills in teaching and tutoring techniques.
Deepen understanding of different lifestyles.

TO PRE-REGISTER: Call the Whatcom Literacy Council at 676-2170 or 384-1541.
Or write Whatcom Literacy Council, P.O. Box 1292, Bellingham, 9822

REFUGEE WOMEN'S ALLIANCE
3004 SOUTH ALASKA SEATTLE, WASHINGTON 98108 (206)721 0243
*"Hands Across Cultures – Women Helping Women"*

## VOLUNTEER "ENGLISH AS A SECOND LANGUAGE" (ESL) TUTOR

**Job Summary:**

Help refugee women and men achieve self-sufficiency by teaching English and Family Literacy to small groups. Provide a comfortable environment for students to express themselves and practice English. Participate in scheduled parent-child activities during the quarter.

**Qualifications:**

- Desire to work with and help people from diverse cultures and backgrounds
- Patience, flexibility and a sense of humor
- Willingness to participate in a 12-hour ESL Basic Training providing cross-cultural information and ESL teaching methods and a 3-hour Family Literacy training
- Ability to work 4:30pm - 6:00pm or 6:15pm - 7:45pm on Tuesday and/or Thursday at Refugee Women's Alliance

**Responsibilities:**

- Tutor limited English speakers in English language and literacy skills
- Familiarize students with American culture and resources to increase their understanding and promote independence
- Make and follow simple lesson plans
- Record student's progress and number of hours spent tutoring each month
- Work with coordinator and other teachers

REFUGEE WOMEN'S ALLIANCE
3004 SOUTH ALASKA SEATTLE, WASHINGTON 98108 (206)721 0243
*"Hands Across Cultures – Women Helping Women"*

## VOLUNTEER ESL CLASSROOM ASSISTANT

**Job Summary:**

Help refugee women achieve self-sufficiency by teaching English and Literacy to small groups and individuals in a class of 20 students. Assist the ESL teacher with planned activities and lessons. Gain experience in ESL and learn teaching methods and techniques through working with a professional ESL teacher. Help provide a comfortable environment for students to express themselves and practice English.

**Qualifications:**

- Desire to work with and help people from diverse cultures and backgrounds
- Patience, flexibility and a sense of humor
- Willingness to participate in a 12-hour ESL Basic Training providing cross-cultural information and ESL teaching methods
- Ability to work at one least morning or afternoon a week (Monday - Thursday) at Refugee Women's Alliance

**Responsibilities:**

- Assist the ESL teacher by working with individual students and small groups
- Familiarize students with American culture and resources to increase their understanding and promote independence
- Keep records of student progress and volunteer hours
- Work with coordinator and other teachers

Join us for Talk Time! Here is an opportunity to meet and converse with people from around the world and learn about different customs and cultures. Come and discuss a variety of topics and help out your community by welcoming interesting newcomers.

**TALK TIME**

**Volunteer Job Description**

Job Summary

Talk Time volunteers tutor English through conversation in a social setting, exchange information and experiences with people of other cultures, and help newcomers connect with the community. They also help students feel comfortable talking to Americans by creating a non-critical, accepting, and informal environment.

Qualifications

- -The patience, creativity and willingness to use a variety of methods to promote understanding between tutors and students.
- -Sensitivity to differences in cultures.
- -Desire to develop friendships with people of diverse backgrounds and cultures.

Responsibilities

- -Attend a Talk Time orientation which includes cultural information and Talk Time Techniques.
- -Commit to 6 months, at least 4 hours per week including preparation time.
- -Choose topic, prepare activities to facilitate conversation and lead session (at least once per month.)
- -Bring refreshments to at least one meeting.

Days and Times:

To be arranged

Contact:

Literacy Action Center
782-2050

# Mason County Literacy

## Job Description
## ESL (English as a Second Language)
## Volunteer Tutor

### Responsibilities:

- Attend tutor sessions as scheduled. If an absence is anticipated arrange for a substitute
- Assist student through learning process, following program's guidelines and objectives.
- Assign materials and advance levels as appropriate
- maintain student records
- observe confidentiality at all times
- keep staff informed about tutoring experiences, job assignments, or any cconcerns you may have regarding the program.
- Participate in all training programs
- To be committed to fighting prejudice and bias in our community.

### Commitment:

- Attend training and orientation program.
- Participate in at least one 2 hour tutoring session per week. Minimum of six months (substitutes available when you must be absent).
- Attend follow-up trainings and tutor meetings as required.

### Qualifications:

- Time, energy and interest to devote to this program.
- Patience, enthusiasm, and sensitivity to others and to other cultures.
- No previous teaching experience necessary.
- Desire to develop friendships with people of diverse backgrounds and cultures.

### Benefits:

- Achieving broader cultural understanding.
- Having a direct role in providing assistance to community members
- Working with other active and interesting volunteers
- Opportunities for further training and skills development in the field of English as a Second language.
- Adding to personal resume and references.

### Training provided:

- Tacoma Community House provides a two day beginning training covering language learning issues, cultural orientation issues, and description of local formats
- On-going support and additional training will be available, as we assess student and tutor needs.

### Responsible to:

- ESL coordinator and Mason County Literacy Director.(426-9733)

Lewis-Clark Valley Literacy Council
P.O. Box 454
Clarkston, WA 99403
(509) 758-1727

## VOLUNTEER JOB DESCRIPTION

**TITLE:** Tutor

**GOAL:** To tutor an adult student to the reading level determined by the student goal and the Director.

**QUALIFICATIONS:**
Possess good reading skills.
Interest in and willingness to tutor reading.
Participation in the LCVLC tutor training sessions.
Patience.

**DUTIES:**
Help formulate student goal statement.
Tutor student in basic reading skills pertinent to goal.
Encourage and motivate student.
Evaluate student achievement.
Self-evaluation of own tutoring.
Keep records as per LCVLC program.
Communicate with Executive Director re: objectives, progress and problems.

**TIME COMMITMENT:** Three months-recommended meetings twice weekly for 1- 1 1/2 hour sessions.

**TRAINING OFFERED:** LCVLC Adult Literacy Training sessions - new tutor and in-service.

**REPORTS TO:** Executive Director, Walla Walla Community College, Clarkston, 758-1727.

**EXPECTATIONS:**

**Dependability:** Loyalty and dependability are equally important on the part of the student and tutor for the success of the tutoring program.

**Professionalism:** The commitment to this volunteer service is that of any professional to his or her job.

**Confidentiality:** Confidentiality is of utmost importance to the program. Please do not discuss your student by name with anyone other than the Director.

**Assignments:** Tasks assigned the student should be meaningful, varied, and perceived as satisfying. If you need help selecting materials or preparing lessons, please feel free to ask the Director.



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TALK TIME

Volunteer Job Description

(Listeners)

Talk Time is an opportunity to meet and talk with people from around the world and learn about different cultures. Talk Time volunteers facilitate English conversation in a social setting, exchange information and experiences with people of other cultures, and help non-native speakers feel comfortable talking to Americans by creating a non-critical, accepting, and informal environment.

Qualifications

*be able to illicit responses from newcomers
*patience, creativity and willingness to use a variety of methods to promote understanding between tutors and students
*sensitivity to differences in culture
*willingness to listen more than talk
*desire to develop friendships with people of diverse backgrounds and cultures

Responsibilities

*attend Talk Time training session which includes cultural information and Talk Time techniques
*commit to attend as many sessions as possible during the 10-12 week session
*be aware of upcoming Talk Time topics so that you can contribute
*have a good attitude and enjoy yourself!

Join us for Talk Time on Tuesdays from 6:30-8:00 p.m.!

If you have any questions, please feel free to contact Sloan or Alan at 382-4511.

## VOLUNTEER JOB DESCRIPTION

JOB TITLE: VOLUNTEER LITERACY TUTOR

GOAL: To help adults acquire necessary basic skills in reading, writing, and speaking so that they are able to meet personal and professional goals and participate as independant persons in their communities.

QUALIFICATIONS:

1. Speak, read, and write English fluently.
2. Commit six months (or more)- three hours per week.
3. Complete an approved training class (total average cost: twenty dollars).
4. Display a sensitivity to the needs of an adult learner.
5. Have an understanding and tolerance of cultural and social differences.
6. Possess a sense of humor and patience.
7. Be flexible and adaptable.
8. Be punctual.
9. Enjoy learning as well as teaching.
10. Enjoy working with people.

RESPONSIBILITIES:

1. Meet as scheduled with your assigned student(s).
2. Prepare lesson plans.
3. Maintain student attendance and progress records.
4. Record total monthly volunteer hours and report to the director by the 25th of each month.
5. Attend bi-monthly inservices.
6. Arrange substitute times or locations as needed, as per student-tutor contract.
7. Communicate concerns, successes, and ideas to the director.

BENEFITS:

1. Satisfaction of helping another person succeed.
2. Meeting new people- students, other tutors, the Multi-Service staff, and other community service providers in South King County.
3. Written program summary and job evaluation for your resume.
4. Opportunities to learn new skills and information.
5. FUN!

Benefits:

*The opportunity to meet and converse with people of different cultures and customs.

*The satisfaction of helping our brothers and sisters in the community.

*The opportunity to meet other individuals with similar interests and social concerns.

*The opportunity to acquire training and skills in the field of English as a second language.

*The opportunity to enhance one's resume and personal references.

I have read and understood the above description and I agree to carry out the responsibilities as described.

_____ _____

Volunteer's signature Date

_____ _____

Coordinator's signature Date

MT. VIRGIN REFUGEE PROJECT
ESL TUTOR JOB DESCRIPTION

Job Title: English as a Second Language Tutor

Job Summary: The volunteer tutor for English as a Second Language will meet with an assigned student once a week for 1 - 2 hours of English instruction. This instruction will take place at the student's home, at the Church or at any other location convenient and suitable to both student and tutor. The material to be taught will be determined by the tutor and the student based upon the needs of the student and the insights of the tutor. The method of instruction will be left up to the individual tutor who will draw from personal experience, the ESL training sessions, and materials accessible to the tutor through the program. The volunteer tutor will be responsible for a 6-month commitment with their assigned student. At the end of 6 months, the tutor will be given the choice to remain with the program & to continue with their assigned student or to work with a new student.

Qualifications:

*Knowledge of the English language and good English speaking skills.

*Patience, persistence, and creativity in the instruction of English.

*Sensitivity to and respect of differences in cultures and beliefs.

*Desire to broaden understanding of and to develop friendships with people of diverse backgrounds and cultures.

*A good, positive attitude and an open, accepting heart.

Responsibilities & Commitment:

*To meet once a week with a student for 1 - 2 hours of English instruction for a 6-month period.

*To increase understanding of ESL and of the population of students being taught.

*To plan lesson in advance of each meeting time.

*To consult with the program coordinator in the event of any difficulties or problems.

# VOLUNTEER ORIENTATION ACTIVITIES

# POST ORIENTATION (TCH)

1. Welcome
2. Share training experiences
3. Student/Tutor Presentation
   Questions: a) what happened at first meeting?
   b) what do you do each session?
   c) what materials do you use?
   d) what things have you learned? how has this hel
   e) why do you like to tutor?
   f) New tutor questions of student-tutor pair
4. Tutor handbk
   a) Go over handbk (hours, communication)
   b) Goal sheet
   c) Follow up - monthly (support call by W/S)
      quarterly (retest, goal set, progress
   d) Ending tutoring
      - we want to know
      - fill out form; turn in to Bob/Diane
   e) Phone call if student doesn't show
5. Confidentiality/Transportation
6. Tour of Bldg.
   - Restrooms
   - Tutor rms
   - Copy Machine
   - Sign In
   - Library/Materials
7. a) Reminder to use Tutor manual as resource)
   b) Coordinators are resource for problems & to hear about successes)
8. Questions
9. Schedule matching/interviews for new students
10. Good Luck



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## PRE-TRAINING ORIENTATION

1. Welcome and introduction.

2. Volunteers introduce themselves and say why they are here.

3. Committment:

   4 hours per week for minimum 3 months

   Interview

   Training - 10 hours plus orientations

   Matching - explain the process.

4. Philosophy:

   (i) To help people achieve meaningful, real-life goals.

   (ii) To make it a successful experience.

5. History of the Program:

   (i) 3 years at the Purdy FS
   (ii) Altrusa Club sponsorship
   (iii) Operated by TCH
   (iv) Goal is to become a self-sustaining program for this area, operated and supported by the community.
   (v) VISTA

6. Previous Tutor/Student Presentation

   (i) Ask each person: "How did you decide to volunteer or find help?"
   (ii) Ask tutor: "What kinds of work do you do together?"
   (iii) Ask student: "What do you enjoy about the tutoring sessions?"
   (iv) "How do you feel about 1 on 1 tutoring?"
   (v) "Where do you tutor?"
   (vi) "Do you have anything to share about being a tutor?"
   (vii) New-volunteers-to-be ask questions.

7. Who are the students?

8. Training dates/places/times. Training contents - outline

# Tacoma Community House
# Adult Literacy Program
# Tutor Information Sheet

Besides the one-to-one tutoring you are doing, there are other services available for your students. We offer small-group instruction in English conversation, pre-GED, pre-employment and parenting skills. The Community House also provides resettlement assistance, job counseling, training and interpretation for our refugees and immigrants.

I. **Hours**

The Tacoma Community House building is available for tutoring Monday through Thursday from 8:00 am to 8:30 pm and on Friday until 4:30 pm.

II. **Space**

Rooms 14, 15, 16, 20, 21 and 33 are designated for tutoring and group instruction. When these rooms are in use, please ask one of the Literacy staff to help you find a place to tutor. Other space is also available at the Allen AME Church, Tues-Fri, 9-12 am. In the evenings, one of the work-study students will help you.

III. **Communication**

There is a bulletin board in Room 22 next to the copy machine. Please check it regularly for student or tutor messages or other items of interest (trainings, news items, etc.). Please inform your student about the bulletin board. You will also receive a copy of the "Tooter News" on a quarterly basis. This is a

means of communicating with other volunteers and the staff. If you tutor off site (in-home, library), be sure to call in your hours monthly to your site coordinator.

IV. Sign-in

Please sign in on the sign-in notebook in room 22 each tutoring session.

V. Progress Report

We ask that you turn in an attached progress report when you and your student end your tutoring commitment. It will give the next tutor valuable information and will keep us updated as to the effectiveness of our materials and methods. We encourage you to contact the site coordinator when you have tutored 50 hours for retesting and updating student goals. This can also be requested at any time you feel it would be useful.

VI. Materials

The two bookshelves of materials to your right as you enter room 22 are available for use with your students. If you are uncertain of which materials would work best with your students, see your site coordinator. Just be sure to check them out.

VII. Copying

The copy machine is available to you. One of us will show you how to use it.

VIII. Telephone

If you need to use the telephone, lift the receiver, depress one of the red push buttons 1-6 on the right, and dial 9 before dialing the number you wish to call. Please do not make any long distance calls. If the need arises to call your

student long-distance, please contact one of the site coordinators.

IX. Transportation and Confidentiality

Please read and sign the attached forms concerning transportation and confidentiality.

X. Restrooms and Water Fountains

Restrooms are available in the hall opposite room 14 and water fountains are down the next hall.

XI. Availability of Coordinator

The staff is always willing to discuss any concerns you may have. If we are not available to talk when you come by, leave us a note or call to set up a time. We want to communicate with you on a regular basis.

**Thank you for taking on this important responsibility. You are making a difference.**

The Adult Literacy Staff (383-3951)

Bob Strobe

Dianne Sekas

Sonya Starnes

WP51\FORMS\TUT-INFO

# VOLUNTEER RECOGNITION ACTIVITIES

# LITERACY NOW

*A Newsletter of the Snohomish County Literacy Coalition* *Winter 1993*

## SUCCESS STORIES

Connie Athanas' Mill Creek student has made good progress in spelling and math. She is writing perfect letters, and has begun helping in her first-grader's classroom.

Merian Bury's student has passed the driver's test, opened a bank account and written her own checks.

Suzanne Fenimore's Ukrainian student is conversing more, and feeling more comfortable with the language. Her whole family has learned songs and games in English.

Julie Feyk's student has newly-found confidence since a friend said her English has improved greatly. Her next step is to enter a job training program.

Joan Gross' ELS student has improved his English skills, and enrolled in a class at Edmonds Community College.

Bill Wald's student has recently received a job promotion.

Marjorie Wrisley's student is improving steadily, and recently completed a job application.

Dennis Snook's student has made great improvement in his understanding of basic English grammar, and basic math concepts. He continues to be enthusiastic and diligent in his studies.

Lisa Soban's student has read her first book. She also watched and understood her first film with subtitles.

Beverly Smith's ESL student passed her written driver's test with only one wrong answer, and went on to pass the driving portion of the test with no problems.

Nancy Roesler's Sky Valley student is making good progress. She reads to her child on a regular basis now, and has advanced to a higher reading level.

Patry Reed's EvCC student made good progress fall quarter. She also shared what she learned with other ESL students.

Jean Raymond's student increased his reading level, wrote his first letter, got a library card, and is helping his fifth grade son with homework.

Walter Montgomery's diligent ESL student is steadily improving his English pronunciation skills.

Carla Miller's Mountlake Terrace student completed a job application and got the job.

Bob May's student has learning disabilities, but is making commendable progress despite this handicap. He got a food handler's permit and a job, and also read his birthday cards aloud for the first time ever.

Lisa Lundt's student is improving at a steady pace, and gaining in self-confidence. She is ready for further education and job counseling.

Benita Helseth's ESL student got a library card, attended a parent conference at her child's school, and now reads to her child at home on a regular basis.

Congratulations, students and tutors, on your progress!

# VOLUNTEER SUPPORT CONTACT NOTICES

# THURSTON COUNTY REFUGEE CENTER

February 5, 1993

Dear Tutors,

Come-out, come-out, wherever you are for it's time for our quarterly potluck/training!

The tutoring forces will gather on Friday, February 26, at 6:30pm at the Refugee Center for food, fun, and **fascinating** discussion (the 3 F's). Bring a dish to share and we'll provide the beverages.

Our training topic this quarter is: The Current Political Situation in Vietnam. We will be featuring two guest speakers, Joe Hannah and Hien Hoang, both former employees of the Refugee Center with extensive knowledge and perspective. Please **RSVP** to **Susan** or **Sara** by **Wednesday, February 24 at 5:00pm**. It makes us happy to get a large turn-out of tutors, so make us happy and come-out come-out!

And now for something completely different... For In-Home Tutors Only! We're hosting our first ever In-home Tutor Tea, on Sunday February 21 at 2:00pm until 3:30pm, at the Refugee Center. This is an opportunity to share our experiences and knowledge with other In-Home Tutors and to support those of us at work in the home. We'll brainstorm tools for the In-Home Tutoring Tool Kit. We'll present some classic games from George McCallum's 101 Word Games (great ideas to liven up a tutoring Session!). Join us for tea and an array of delightful cookies, please!

Those dates again! All-Tutor Potluck/Training: Feb. 26 at 6:30 and In-Home Tutor Tea, Feb. 21 at 2:00pm.

Sincerely,

Sara Rucker
Tutor Program Assistant

309 S. 4th Ave. Olympia, WA 98501 • (206) 754-[illegible] or 754-6752

A United Way Member Agency



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## TEA WITH A TWIST By Sara Rucker

On Sunday, May 16, the Refugee hosted the Spring Quarter In-Home Tutor Tea. This quarter we added a special twist to the tea (but not a lemon twist!) In-Home tutors were asked to invite their students to attend the tea with them!

Originally, the tea was designed to provide an opportunity for in-home tutors to gather and share ideas. Even for the most experienced tutor, in-home tutoring can sometimes be a baffling experience. Tutors often must ask themselves: What should I teach next? Why isn't my student's pronunciation improving? How can I enrich my lessons? So, the tea provides a chance to swap ideas and find support. Additionally, the In-Home coordinator is on hand to model ESL Learning activities.

This time, inviting the students to attend with their tutor added a very special quality to this training. So special that we plan to deep doing it every quarter! Many tutors commented on how much fun it was to see their student interacting in an environment where there were other students. A vareiety of ESL learning activities were shared and really came alive for tutors, who were actually able to practice them with their students. Everyone - students and tutors - enjoyed seeing the language generated by such activities as "Flash Pictures" and "When it happened".

If you weren't able to attend the last tea, but you'd like a copy of these activities, give Sara a call at the Refugee Center: 754-7107

An Inservice Tutor Workshop Designed for Both the Basic and ESL Tutor

Literacy Program
So. King County Multi-Service Center
1200 South 336th St.
Federal Way, WA 98003

Nonprofit
Organization
U.S. Postage
PAID
Auburn, WA
Permit No. 285

# South King County Literacy Program
# TUTOR INSERVICE

**Saturday, March 13, 1993**
**9:00 a.m. - 1:30 p.m.**

**Highline College • Federal Way Center**
**31223-B Pacific Highway South**
**Federal Way**

*This is an opportunity for current or prospective tutors to expand their knowledge and to share ideas. Lunch will be provided, and materials will be available for future use. Bring materials you have found helpful in your tutoring to share with others.*

## South King County Literacy Program
## TUTOR INSERVICE

**Saturday, March 13, 1993 • 9 a.m. to 1:30 p.m.**

**Highline College • Federal Way Center**
**31223-B Pacific Highway South (facing 312th)**
**Federal Way**

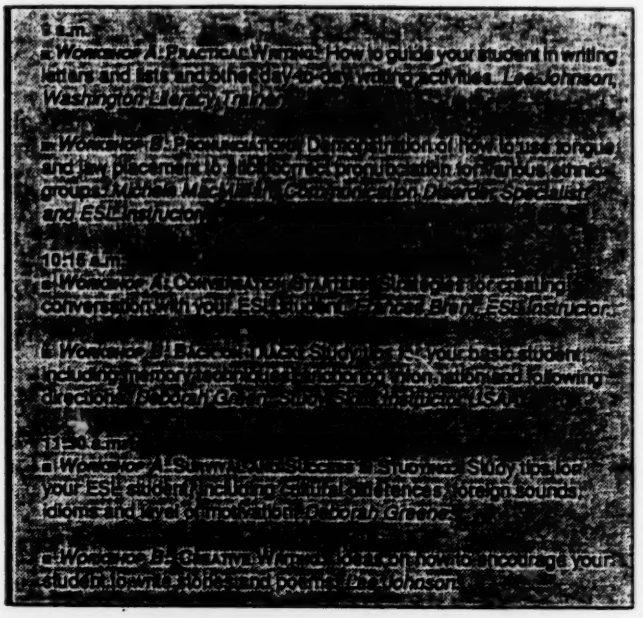
**AGENDA**

**8:45 a.m.:** Registration/refreshments
**9:00 -10:00:** Workshops
**10:00 - 10:15:** Break
**10:15 - 11:15:** Workshops
**11:15 - 11:30:** Break
**11:30 - 12:30 p.m.:** Workshops
**12:30 p.m.-1:30 p.m.:** Lunch/tutor share

**Please preregister by Friday, March 5.**

**There is a $5 registration fee per participant.**

**For more information, please contact Jane Fitch, 838-6810.**



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**REGISTRATION FORM**

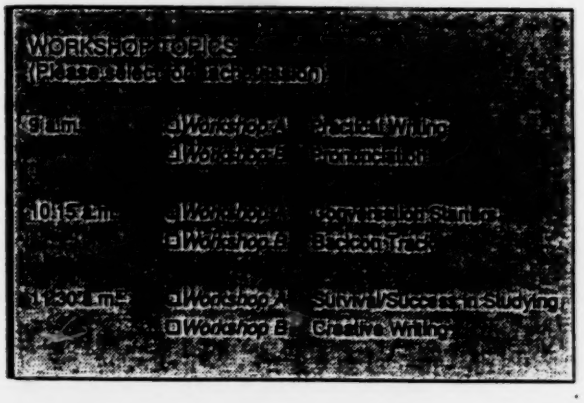
*Name* _____ *Phone* _____

*Street* _____

*City* _____ *Zip* _____

**REGISTRATION DEADLINE: FRIDAY, MARCH 5**

***Mail registration form with your check payable to:***
**South King County Literacy Program**
**Multi-Service Center, P.O. Box 23699**
**Federal Way, WA 98093-0699**





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# METHODS OF RECORDING VOLUNTEER SUPPORT CONTACT

ST. JAMES REFUGEE PROGRAM
382-4511 OR 4510

## TUTOR CHECK-IN

umbrella head_____
date_____
Tutor name_____Student/s name_____
Address, phone #, employment, status etc. change_____
_____
Do you feel the training sessions left you well prepared to tutor?_____
_____
Do you have any suggestions for the training that you feel would improve tutor preparedness?__
_____
Any topic suggestions for upcoming forums or inservices?_____
Have you gone outside the classroom or on any field trips?_____
_____
How does your student like to spend their time?_____

### What methods are you using?

___ pleasure reading
___ spelling drills
___ phonics/pronunciation drills
___ writing practice/journals
___ language experience
___ math exercises/drills
___ vocabulary lists
___ TPR (total physical response)
___ role-playing
___ other (describe:_____
_____
_____

### What materials are you using?

___ workbooks (list titles:_____
_____ )
___ books (list titles:_____
_____ )
___ newspapers
___ other (describe:_____
_____
_____
___ games (which?_____ )
___ computer (program:_____ )
___ flashcards
___ tape recorder
___ visual aids

### Reading & writing practice *other than homework:*

| What kinds of things did your student read/write/ speak last week...outside the tutoring session? | How often did s/he read/write/ speak? | | Did s/he find the material/speaking to be... | | |
|---|---|---|---|---|---|
| | *Sometimes* (once or twice weekly) | *Regularly* (almost every day) | Easy to do | A little hard | Very hard |
| _____ | ☐ | ☐ | ☐ | ☐ | ☐ |
| _____ | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments/Concerns:_____
_____
_____
_____
_____
_____

***Please remind tutor of any upcoming events &/or need of volunteer input. Thanks!!

SOUTH KING COUNTY MULTI-SERVICE CENTER LITERACY PROGRAM
VOLUNTEER TIME SHEET

Name:_____Period Covered: 26th of_____ (Month) to 25th of_____ (Month)

INSTRUCTIONS:

1. Round off your time to the nearest 1/4 hour.
2. Record your time in decimals.
3. You must bring or mail in your time sheets by the 26th of EACH MONTH.

15 minutes=.25 hours  30 minutes=.50 hours  So if you tutor 1 1/2 hours, record it as 1.50 hours
45 minutes=.75 hours  1 hour=1.00 hours

| DATE | ACTIVITY | TIME TUTORED | PREP TIME | TRAVEL TIME |
|---|---|---|---|---|
| | | . | . | . |
| | | . | . | . |
| | | . | . | . |
| | | . | . | . |
| | | . | . | . |
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1/92

# VOLUNTEER EVALUATION TOOLS

VOLUNTEER TUTOR PROGRAM
Bellevue Community College

TUTOR CONSULTATION FORM

Tutor Name [redacted] Supervisor Name [redacted]

Date June 4 1992 Assessments Given: _____

Student Names & Description

[redacted]

Student level/needs:

16 +

Materials being used and tutor comments:

Peggy makes many of her own tutoring materials

"Good Night Moon" Workbook

VTP materials National anthem

Tutoring activities:

TPR activities
review vocabulary
workbook

What are your students' goals?

[redacted] wants to refine his language skills

(Shin Jr.) She would like to work one on one with a tutor to gain confidence

What is going well for your students? What progress do you notice?

[redacted] learns very quickly and is confident

He is very diligent and uses phrases well



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Areas of difficulty/problems for **students**:

No basic form problems

Shin Ja is coping as well as the class—the result to work on the basics of the language

What are some of the main objectives of your tutoring?

To help them be comfortable with the language

So they can use it in their day-to-day life

use their in unfamiliar situations

What contact have you had with the ABE teacher? Was it helpful? yes
What did you learn? ESL

Problem areas or concerns for **tutor** (complaints, etc.): no problems

What does tutor need to be more effective? nothing specific

Action to be taken by supervisor:

Announcements to share:

the students should be separated

~~Shin Ja should have another beginning student~~

Peggy wants to work with Shin Ja in the fall

~~they~~ will continue this summer

DATE March 11, 1992

TUTOR [redacted] OBSERVER [redacted]

STUDENT/S [redacted]

MEETING TIME AND PLACE March 11 1130

Observe how the group works together. (Is the student talking more than the tutor? Does the tutor check back for understanding? Does there seem to be good rapport? Is there smiling? Does the tutor seem comfortable?) Donna provides a very calm and relaxing atmosphere for her students. They seem to get along well together. She lets them express themselves without breaking in to correct too often.

ASK:

How's everything going? Things are fine.

Is there anything else we could be doing? Donna appreciates any input we might have about her students' needs.

What are you using for materials? They use UTP materials or Donna uses her own materials. She has developed her own tutor materials over the years.

Have you used any of the materials here? yes

Are you finding what you need? yes

Please let us know if there are any changes for spring quarter.

They will continue spring quarter. Nancy and Camilo will have different class times, but they will work out a new tutoring time.

TUTOR EVALUATION (by student)

Name of Student _____
(information will be confidential; not told to tutor)

PLEASE CIRCLE THE BEST ANSWER

1. Does your tutor help you? No Some Yes, very much

2. Do you like your tutor? No Some Yes, very much

3. Does your tutor arrive on time? Yes No

4. Does your tutor call if he or she can't come? Yes No

5. Does your tutor treat you politely? Yes No

6. Does your tutor help with grammar? Yes No

7. Does your tutor help with reading? Yes No

8. Does your tutor help with writing? Yes No

9. Does your tutor help with pronunciation? Yes No

10. Does your tutor let you talk as much as you want? Yes No

11. Has your English conversation improved? Yes No

12. How can your tutor help you more? (write an answer)

_____

_____

PLEASE RETURN THIS PAPER TO ROOM D207. THANK YOU!

# In-Home Tutor On-Site Assessment Form

Tutor: [redacted] Student(s): B2 [redacted]

Date of Visit Feb. 24, 1993

Match Date: Jan 12, 1993

## Lesson Plan

I. Potluck Planning: Tide Table, Calendar, Dates, List of
II. Foods. American Customs: Potluck, Dutch Treat, My Treat
III. Customs Continued: Dating Customs
IV. Pronunciation Practice - Minimal Pair Work: Sale: Sell
V. National Geographic - Vocabulary Work:
VI. "What is this?"
VII.

Strengths: I really like the thematic approach you use in your lesson planning. Using the potluck invitation to discuss American Customs around eating and invitations. You do very well with such a large group. I felt that you made good personal contact with each individual.

Changes: Changes: Remember to keep explanations simple. As we discussed the written explanations about American Eating customs were at the higher end of what they can understand.

Comments: Read: "All About Questions" pages 39-41 in the blue Handbook. Try using a variety of questions when looking at the National Geograph

Recommendations: Do shorter sessions of pronunciation - no more than ten minutes per lesson. (See page 44 in the Blue Handbook for Volunteers.) Use the yellow pronunciation guide that I gave you. The students do not need to see the words written because the focus should be the sounds of English.

# In-Home Tutor On-Site Assessment Form

utor: _____ Student(s): _____

Date of Visit _____ _____

Match Date: _____ _____

## Lesson Plan

I. _____

II. _____

III. _____

IV. _____

V. _____

VI. _____

VII. _____

Strengths: _____

* Also, their verb use seems limited you might begin making a list of verbs that they need to use in their everyday life.

Changes: I want
need
to cook to run
to shop to walk etc...

Comments: _____

Recommendations: _____

MOUNT VIRGIN REFUGEE PROJECT
ENGLISH AS A SECOND LANGUAGE PROGRAM
STUDENT ASSESSMENT FORM

NAME _____ DATE _____

ADDRESS _____

_____

PHONE _____

---

TUTOR _____

STARTING DATE _____

TIME OF TUTORING _____

LOCATION OF TUTORING _____

FOCUS OF TUTORING _____

_____

WHAT LEARNED _____

_____

WAS YOUR TUTOR HELPFUL _____

DO YOU THINK YOU LEARNED MUCH _____

_____

OVERALL EXPERIENCE _____

_____

PROBLEMS/COMPLAINTS _____

_____

WOULD YOU LIKE TO: CONTINUE W/TUTOR _____ TAKE BREAK _____
NEW TUTOR _____ TERMINATED INVOLVEMENT _____

OTHER NEEDS _____

_____

INTERVIEWED BY _____

LEWIS COUNTY LITERACY SERVICES

# EVALUATION OF TUTOR

NAME OF TUTOR DATE

NAME OF EVALUATOR

CLASS/STUDENT ASSIGNMENT

Please check the box which most closely corresponds with the level of performance exhibited by the tutor. 1 = needs to improve, 2 = below average, 3 = average, 4 = above average, 5 = excellent.

1. PERSONAL CHARACTERISTICS OF TUTOR: 1 2 3 4 5

- Displays average patience ☐ ☐ ☐ ☐ ☐
- Displays confidence about the subject
- Displays confidence about own ability to communicate effectively with the student
- Displays maturity in decision making regarding interaction with students and teachers
- Seems to be basically calm rather than nervous, overbearing, or overwhelming for the student
- Demonstrates sensitivity to students from backgrounds that differ from tutor's own background
- Is prompt and dependable

2. PERFORMANCE OF TUTORING TASKS

- Allows student opportunities to express self
- Speaks to student at reasonable speed, not too fast or too slow
- Helps student feel at ease by general body language, manner of speaking, choice of questions, and responses to student
- Communicates with students in professional manner without condescension
- Tends not to interrupt student or to delay response to student too long
- Attends to tasks of learning rather than spending too much time socializing
- Communicates to student that it is OK to make an incorrect response, so student will not be intimidated
- Follows directions given by classroom instructor
- Displays initiative and creativity
- Allows student to perform tasks without doing student's work for him/her
- Gives student/students the level of attention needed
- Level of subject matter is appropriate for this tutor's abilities, skill levels

3. OVERALL PERFORMANCE OF TUTOR

- Demonstrates personal growth as a result of the tutoring experience
- Welcomes opportunities to learn while teaching
- Displays broadening personal horizons as a result of working closely with students from other cultures, backgrounds, etc.
- Expresses committment to future tutoring/community service
- Feels positive about the overall tutoring experience

COMMENTS:

12/92

ELC TUTOR EXIT EVALUATION

VOLUNTEER_____ DATE_____

ADDRESS_____PHONE_____

STUDENT_____LAST SESSION_____

Rate how well you reached your goals as a tutor using this scale
1 = never 2 = rarely 3 = sometimes 4 = regularly 5 = always

GOAL STATUS ON EXIT

1 2 3 4 5 Met with my student twice per week

1 2 3 4 5 Reviewed and reinforced learning process

1 2 3 4 5 Designed specific lesson plans for my student

1 2 3 4 5 Kept accurate records of my student's progress

1 2 3 4 5 Reported my student's progress to ELC

1 2 3 4 5 Participated in additional in-service training

REASON FOR TERMINATION

Please check those that apply

____student's goals reached
____fulfilled my commitment
____met my expectations
____did not meet my expectations
____inappropriate match with my student
____student's personal problems
____lack of student motivation
____time conflict
____location inconvenient
____lack of support
____have other interests

Are you willing to volunteer in another capacity? Please check the jobs that interest you.

| CENTER SUPPORT | PROGRAMS | SPECIAL EVENTS |
|---|---|---|
| Typing | Tutor Coordinator | Annual Meeting |
| Computer | Trainer | Auction ILLUMINA |
| Clerical | Student Recruitment | Literacy Day |
| Newsletter | Family Literacy | Annual Campaign |
| Library | Small Groups | Gift Wrap |

COMMENTS:

Evaluation Prepared by_____ Date_____

rev 10-92

## CLARK COLLEGE LITERACY VOLUNTEER TUTOR SELF- EVALUATION

Please fill out and return this evaluation form to the Literacy Program. We need an indication of the quality instruction that our adult students deserve and are receiving. Please return this form in two weeks. Thank you for your cooperation.

| | | |
|---|---|---|
| 1. | My student and I meet regularly at least twice a week for at least an hour and a half each session as agreed upon in our contract. | Yes No |
| 2. | Is the meeting place well suited to a learning situation? (fairly quiet, comfortable for the student). | Yes No |
| 3. | Do you always let the program know when you change meeting locations? | Yes No |
| 4. | Do you follow a well established lesson plan format as outlined in the tutor training workshops? | Yes No |
| 5. | Do you research and obtain materials that are well suited for your students needs? | Yes No |
| 6. | Do you give your student homework and expect that they return it on time? | Yes No |
| 7. | Do you stick to the lesson without spending an inappropriate amount of time "visiting"? | Yes No |
| 8. | Are you ready to encourage your student to get a new tutor because you are gone a lot or are getting too busy to meet regularly? | Yes No |
| 9. | Do you monitor your students progress regularly? | Yes No |
| 10. | Do you make arrangements for your student to be re-assessed by the program after 75 hours of tutoring? | Yes No |
| 11. | Do you encourage participation in the lesson goals and offer lots of encouragement? | Yes No |
| 12. | Do you track and send in your volunteer hours regularly to assure the continuation of the Literacy Program? | Yes No |

Add up all the "YES" items that you circled _____

| Superior | Good Job | Set New Goals | Call Us | Why Tutor? |
|---|---|---|---|---|
| 12-11 | 10-9 | 8-6 | 5-3 | 3-0 |

NAME_____ HOW LONG TUTORING?_____

PHONE #_____

THANK YOU ! (Please share this with your student and get their feedback)
Student's Initial _____